

Chapter Two

Literature Review

This chapter presents information about some theories related to the themes and also conceptual framework of the research. This chapter will explain about perception, teacher, teaching English for young learners, reading, teaching reading for young learners, story book, and types of story books.

Definition of Perception

Perception is opinion about something, object or experience. Then, Rakhmat (1996) perception is a result of experience about object, event, and relation which is gained by concluding the special information becomes the meaningful message. Second is according to Husaini (1978) perception is an object, which is caught by sense, and it is reflected by something in a brain so that it can observe the object, and the last expert by Hilgard (1991), perception is a process where people interpret pattern of stimulus in an environment.

Besides, perception is the ways think about or understand someone or something. Ruch (1967) explains that in general, perception is an opinion based on the evaluation aims to the object which is expressed verbally, while form of perception is a view based on the appraisal of the object whenever and wherever, and for the researcher explains perception is the opinion or belief about something.

The researcher would like to know about teachers' perception applied English story book as their teaching method and the teacher can give the

information or the opinion about that. Each teacher can share their opinion about that. The expert explains about the definition of perception, the researcher can conclude that perception is about the opinion or belief about something.

Teacher

This part presents about the definition of teacher, teacher skills and the role of the teacher.

Definition of Teacher. Teachers have many words to describe. Teachers are sometimes like actors because they are always on a stage. Based on Cambridge International Dictionary, teachers are defined as, someone whose job is to teach in school or college. Besides Harmer (2007) also define that teachers are a person who delivers an educational program, assesses student participation in an educational program. Then Dreikurs as cited in Jacobsen et al (2009) the teacher also have the knowledge as the recruitment to teach their students. The knowledge that include: content knowledge, pedagogical knowledge, and teaching skill.

Jacobsen et al (2009) stated that content knowledge is knowledge of subject matter alone is not sufficient for being proficient in the classroom or even the ability to convey that knowledge. Teacher also should know how to translate complex and difficult ideas into learnable topics. Pedagogical knowledge is like as knowledge of the classroom how that one classroom work and how the classroom can encourage learning, and knowledge that must own by the teacher is teaching skill or the ability to utilize knowledge related to by means of a strategic or a teaching method in empowering and caring out the teaching. The teaching method

which the teachers own is very important to motivate students to study in the classroom (p. 30).

Teacher skills. Teacher skill is very important for the teacher and they should have skill to teach their student. Harmer (2007) he said the teacher has two skills to teach their students such as: managing class and being fair. Managing class is the teachers can manage the classroom and also the teachers make the classroom comfortable. Therefore, the students feel enjoy in the class. Beside that the teachers manage the material, the teacher knows the topic that should be taught to their students, and being fair is that the teacher can respect and help every students.

Copland and Garton (2012) stated that teacher has three skills to teach the students such as: managing classroom, the teacher can control their students, and also knowledge. Managing classroom means that the teacher can make a good situation in the classroom and they can manage the class to make the students feel enjoyable to learn, and the teacher also has knowledge to teach their students. In the control role, the teacher is stand in the front of the class to control their students or move around the classroom quietly helping the students only when needed, also the teacher has more knowledge and they can know how to teach their students.

Harmer (2007) and Copland & Garton (2012) explained about the skill of teacher. They have same idea like the teacher can manage classroom, it means that the teacher can manage the classroom. To manage the class teachers make a good situation in the class and the students can feel enjoyable to learn. Then the teacher

has knowledge to teach the students, it means that the teacher can manage the material and they also know how to teach well.

The Role of Teacher. The teachers also have a role according to Harmer (2007) he said that part of good teachers is the ability to accept a number of different roles in the class, depending on what the students are doing. For example, the teacher always acts as a controller, standing at the front of the class. Being a controller the teacher focus attention the students learn and the teacher attention what the students doing when learning process. Then the teacher may need to be prompters, it means that the teachers can encourage the students, make the students active in the class like the students front of the class and the teachers can give the feedback and evaluate the students' performance. Then the teacher as assessors means that the teachers telling the students, how well they have done or giving them grades, and the last the teachers as a resource, the teachers give the information.

The role of teachers becomes an important thing in a teaching and learning process. According to Rubio (2009) who explained that there are five roles of teacher which are teacher as controller, organizer, assessor, prompter, and resource. The teachers act as controller means that the teacher can control their student while in learning process. For example when the students speak too loud the teacher controls them by using command to the students to silent. Teacher as organizer means that they can make various activities and give the students information how they are going to do activity like a student can work individual or groups. Next the teacher act as assessor, the teacher gives the feedback or correction when the students answer the question. Then the teacher as prompter,

the teacher can help students to understand the material when the students cannot understand the material, and the last resource is like the teachers give the information about the material.

Based on Harmer (2007) and Rubio (2009) explained about some teachers' role namely controller, assessor, prompter, organizer and resource. The researcher stand with the Rubio explanation because Rubio has five roles and the researcher has same opinion with the Rubio's explanation. Then Harmer and Rubio have some opinion about the teacher as controller.

Teaching English for Young Learners

This part presents definition of young learners, characteristic of young learners and principles in teaching English to children.

Definition of Young Learners. There are three expert explain about the definition of young learners. First, Hornby (1995) "a young learner is a person who gains knowledge or skill, and learners gain knowledge through learning process" (p.709). Some experts have discussed definition of young learners in some areas. According to Piaget (1992) "young learners is an active learner and thinker, constructing his or her own knowledge from working with objects or ideas. It means that a child able to imagine or get something from their own knowledge" (p.4). They can improve thinking ability in a creative way. In addition, Vygotsky (1962) stated, "that young learners are an active learner in a word full of other people. The teacher is important role in helping children to learn, bringing objects and ideas to their attention, talking while playing" (p.6).

Based on three theories, the researcher stands with all experts because their explanation definitions of young learners are different. First by Hornby he explains the children can get knowledge from the learning process, and Piaget explains the children can learn from thinking. It means that the children can imagine and they can find something from their imagination, and also they can increase their thinking ability, and the last by Vygotsky, the children can learn when they get motivation from their parents, teacher and friends.

Characteristic of Young Learners. In teaching process, the teacher should know about the learners, especially the characteristics of the learners. Knowing the characteristic of the learners will help the teacher to find out and create applicable methods to the learners. In this case, the researcher must know the characteristic in elementary students are including at level of young learners. Piaget (1963) as cited in Murray (2002) he stated “differences characteristic of young learners based on the cognitive development: sensory motor stage (0-2 years), preoperational stage (2-7 years), concrete operational stage (7-12 years), and formal operational stage (12 years above). It can be seen that the student in the elementary school (7-12 years) belong to the concrete operational stage” (p.73-74).

Concrete operational stage is the stage when the student develops the ability to apply logical thought to concrete problem. They are also most open at this age to people, situations, and any ideas that are different from their own experiences. Briefly, in the concrete operational stage the major cognitive achievements are ability to show experience independent thought (reversible, internalized actions) and conversation ability, while the limitation is egocentrism.

For example, lack of ability to differentiate between thought about reality and actual experience of reality.

Cameron (2001) stated that young learners have their specific characteristic as follow, children are often more enthusiastic and lively as learners. “They want to please the teacher rather than their peer group, they also lose interest more quickly and are less able to keep themselves motivated on the tasks they find difficult.” (p.6)

Harmer (2009), explain that young children have characteristic to learn. Characteristic to learn for young learners include:

They respond to meaning even if they do not understand individual words, their understand comes not only just from explanation, but also from what they see and hear, They have a need for individual attention and approval from the teacher, They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom, They have a limited attention span, unless activities are extremely engaging they can get bored, easily losing interest after ten minutes or so. (p.38)

Based on three experts explain about the characteristic of young learners. They have different opinion like from Piaget he explains characteristic young learners based on the cognitive development. The researcher stand with Cameron and Harmer explanation because Cameron explains the characteristic young learners such as more enthusiastic and lively as learners, and Harmer explains the characteristic young children that include they respond to meaning even if they do

not individual words, and they can understand what they see and hear. From Cameron and Harmer explains about that the teacher can make the method to interest at student join in learning process based on the characteristic students that explain by Cameron and Harmer.

Principles in Teaching English to Children. Principles in teaching and learning process are very important to apply. Brown (2001) proposes some principles that can be applied in teaching children. “The principles are related to children are intellectual development, attention span, sensory input and authentic meaningful language.” (p. 87-90)

Intellectual development. Techniques and activities used in English teaching should be fit with the children’s’ intellectual development. “In learning a new language, children depend on the world around them as they are centered on the here and now and on the functional purpose of language (Brown, 2001) Young learners understand something concrete.” (p. 88)

Attention span. According to Brown (2001) he stated “short attention span occurs when children have to deal with materials that are boring, useless and too difficult to them.” (p. 88) considering that children have short attention spans it is quite useful to make lessons become interesting, lively, and fun. To keep the children’s’ attention, activities should be designed to capture their immediate interest.

Sensory input. The designed activities for the children should cover the visual and auditory modes. Since children need to have all five senses stimulated, physical activities like role plays and games should be include. “Those kinds of

activities and sensory aids help children practice meaningful language and internalize the language (Brown, 2001).” (p. 89)

Affective factors. According to Brown (2001) “children still have many inhibitions in learning English even though they are often innovative in language form. It can make them reluctant to use the language communication.” (p. 89) Children are often innovative. They are extremely sensitive. Therefore, the English teachers should help their students to laugh with (not laugh at) each other at various mistakes that they all make, be patient and supportive to build self esteem, be firm, and get as much oral participation as possible from students.

Authentic, meaningful language. Brown (2001) stated that “children are focused on the real purposes of the language for the here and now, so they are less willing to deal with language that is not useful.” (p.90) Storylines, real life conversation familiar situation and characters will create a context in which language can be used to improve children’s’ attention.

According to Brown there are four principles to teach English for young learners such as: intellectual development, attention span, sensory input, affective factor, and authentic, meaningful language. First is intellectual development is like intelligent students can improve based on the English teacher, and the children feel bored when they didn’t like to learn and the material that difficult to understand consequently they have short attention span.

Next sensory input, focus in audio and visual it means that the students will be focus in hearing and seeing. Affective factors, the teacher to create good atmosphere to make the students participate in the classroom, and the last

authentic, meaningful language, the teacher used the effective method like story lines and real life conversation familiar students will be easy to teacher improve students' attention span.

Reading

This part presents information about definition of reading and types of reading.

Definition of reading. Reading is one of the four skills in language learning process besides listening, speaking and writing. According to Hermida (2009) stated that reading is a process shaped partly by the reader's background, and partly by the situation the reading occurs. Elimu (2008) explain reading is one of the dominant aspects because it can support other skill based on the source. As known reading is a window to the world. Additionally through a lot of reading someone can obtain a lot of information.

According to Elizabeth and Rao (2004) reading is "a process of looking at written or printed symbol and translating it into and appropriate sound. Thus it is also said that at present reading is taught to the students to enable them to recognize the words, to understand the word, to react what has been taught" (p. 278).

While, Bamford (1998) he said that "reading is the construction of meaning from a printed message. He also added that the construction involves the reader connecting information from the written message with previous knowledge to arrive from the meaning" (p. 12).

Types of reading. There are two types of reading that are oral and silent reading (Brown, 2001):

Oral reading. Oral reading is more commonly known as reading aloud. Reading aloud is a great way to read by using aloud voice. According to Desipriani (2012), reading aloud can be used in the learning process such as giving an introduction to the new concepts and can add new vocabulary and knowledge.

Silent reading. Silent reading is the reader read without using voice. According to Brown (2001), silent reading may be subcategorized into extensive and intensive reading.

Intensive reading. In intensive reading, the students must interact with the text. This type is stretches of language of several paragraphs to one of page or more. The readers or students must understand the meaning of the text. Intensive reading focuses on the genre of the text, such as: short narratives, anecdotes, description, and others.

Extensive reading. Extensive reading is one of reading type that carry out to achieve general understanding of a usually somewhat longer text, such as: book, long article, long essay, newspaper, and many other longer texts. This type can be done by the students in the class time or outside a class time. According to Brown (2001) the purposes of assessment usually are to tap into a learners' global understanding of a text.

According to Brown there are two types of reading such as: oral and silent reading. Oral reading is the activities reading using aloud voice, and silent reading

the reader read without using voice. Silent reading that include extensive and intensive reading. Extensive reading to general understanding such as: long essay, newspaper, and long article. Intensive reading technique to focus genre of text such as: story book and short narratives. Intensive reading is very helpful for the children because the children can easy to understand the content of story. Then story in intensive reading is short.

Teaching Reading for Young Learners

Some experts have discussed teaching reading for young learners in some areas. According to Linse (2006),

There are two kinds of teaching reading in elementary, namely, reading for pleasure and reading for information. First, reading for pleasure can encourage the students to like reading a book. The students are more interested in reading because reading a book can be used as a form entertainment. Second, reading for information is used for getting information need by students related to the reading text (p. 72-73).

According to Torgesen (2007) reading in elementary school is “to help students acquire the skills and knowledge they need to read grade-level text fluently and with good comprehension. It means that reading ability at the end of elementary school requires for students be able to identify the words on the page accurately and fluently, that they have enough knowledge and thinking ability to understand the words, sentences, and paragraphs, and that they will be motivated and engaged enough to use

their knowledge and thinking ability to understand and learn from the text.

(p. 1)

In elementary school, reading is also the language skill which is easiest to keep up many of us can still read in a foreign language that we used to be able speak well. Books open up other worlds to young children, and making reading an enjoyable activity is a very important part of the language learning experience.

Besides, learning reading in elementary school can stimulate the students to understand the written language and the simple descriptive pictorial texts in the context class. The students also can identify the information about the simple sentences. From the explanation above, it can be concluded that story book can be used in teaching reading in elementary school. According to Geva (2003) story book reading can promote language and listening development in young children, but teachers may need to adjust their practice when working with dual language learners.

As a method, the teacher can teach the students like the teacher give the story book to students and the teacher command to students read. According to Loukia (2006) said that the teacher can use story book like the teacher read in front of class after that the student listen. Listening to stories to develop the child's listening and concentrating skills. Besides, according to Sabnani (2009) said that the teacher read the story and the students still listen and the teachers stop in first paragraph and teacher ask the student you understand, then the teacher continue read until the students can understand about the content of story, after that, the teacher command the students to tell the story in front of class.

Story Book

This part will discuss about the benefit story book, selecting the story book, the reason teacher use story book and characteristic of story book. Brewster, Ellis, and Girard (2004) explains that story book have many benefit for the children like after the children read story book and the teachers used it in the classroom several times the children can be able to remember and the children can add vocabulary. Else, they can get knowledge.

For the selecting the story book, the teacher should be considering to three components such as: First, the teacher select the story book from many source of children's literature. Second, the children are familiar with the content from the story book because the children interesting to read and they know the content of the story. Then the teachers give the story book appropriate child's age. (Brewster et al, 2004)

The reading story book is effective method to elementary school to add new vocabulary after their read the book. Reading will become useful skill to apply in the classroom, and one which teachers make good use. In reading method the teacher usually uses story book to give the students read this story book. (Brewster et al, 2004) Then these methods effective to students add the vocabulary and get the knowledge.

Brewster et al (2004) explains that "why the teachers use story book to teach their students there are many reasons why the teachers use story book that include" (p.186). First, Stories are motivating, challenging and fun, and then can help developing positive attitudes. Second, they can create a desire to continue

learning. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. Third, Story books develop children's learning strategies such as listening for general meaning, predicting, guessing meaning, and hypothesizing. Fourth, Story book can improve the students reading comprehension, and story book can make the students add vocabulary and the students will get more knowledge.

The teachers use story book to make the students more active in the class. It means that the teachers give the story then the students ask the students about the content of story. Story book to make the students interest to join the learning process, and the students can feel bored.

Then story book have characteristic based on Almasri (2012) explanation. First, the story book can be interesting. The children story should be interesting to make the children want to read. Second, the story book for the children have full picture, the book for the children have the large font and the pages of the book has colored illustrations. Third, the animal characters in the children's books are personified. Sometimes, the moon, stars, sun or clouds and many more things around the child are personified. Fourth, the world of the stories is very colorful and free of anger, sorrow, or the unpleasant side of the society. Usually the children's stories carried messages of moral values. Then, the language of the stories for the children is simple and free of ambiguity. It is easy to understand, and the length of the stories is suitably adjusted for the age group. The children of ages 7 to 10 can read longer stories than children of ages five to seven years.

Types of Story Books

The type of story books for the children contributes to the depth of their learning and there are several types of story book as seen in the following:

Picture story book. Text and illustrations tell the story in picture story book. This type of book is especially appropriate for young children because the colorful and clear illustrations and artwork support a simple story line (Elimu, 2008).

Wordless books. Wordless books contain little or no text, they have a real story to tell. Readers must interpret the stories from the picture, examining details and expression carefully. This experience helps children focus on the sequence in the stories and give the opportunities to use “book language” stories in wordless books are simple. (Elimu, 2008)

Folktales and Fables. The stories in these books are often the result of years of oral storytelling. Many of the stories have a moral concept or theme. Most folktales and fables have some cultural context or historical base and help children learn about diverse culture and experience. (Elimu, 2008)

Alphabet books. Alphabet or ABC books are used to help children recognize letters and realize that letters are used in language. Some alphabet books are themed and use familiar and interesting object to highlight the alphabet such as fruits, vegetables, colors, animals and flowers.

Review of related study

The researcher has reviewed some reports related to this research. A research titled “Using picture story book to improve students’ reading ability for the sixth grade students in SD Muhammadiyah Tegallayang 1 Pandak Bantul Yogyakarta in Academic year 2014/2015 by Maulina Ulfa (2015)”. She used observation, interview, giving test, documentation and making field note. The result of Ulfa research was classifying the data based on the implementation of picture story book to improve students’ reading ability, students’ response by using picture story book, and improvement of reading ability.

Another research was done by Wulandari. She is student in Sunan Kalijaga University in 2011. A research titled “story method to improve the good students’ characteristic in TK Aisyiyah Busthanul Athfal Mungkid in academic year 2010/2012”. This researcher use observation, interview, and documentation. Then this research have purpose to change the quality of learning applied story method. To apply this method it can be improve the good students’ characteristic. The result of this research to applied story method is effective to use to improve the good character students. This story method is effective because the students can fell happy and follow the learning process. Besides the students have more concentration to learn.

Conceptual Framework

There are some factors that influence English reading teaching, such as teachers, students, methods, materials, condition of school and media. The use of story book in teaching reading is very important. The use of story book can provide different learning atmosphere, so that the students can be more motivated, add vocabulary, get knowledge, and interest in learning reading.

The researcher believes the method of reading story book as the best method to improve reading learning. It is hoped that the students will be more enthusiastic and more willing to master the reading. The students will be more motivated in learning reading when there is fun and enjoyment learning. Using the appropriate technique in learning reading through story book, it can help the students to improve reading ability.

There is a figure to draw teaching English for young learners. The figure explains teachers' perception on using English story books as the teaching material. The figure explains teachers' reasons and implementation English story books as well.

Figure 1: Teachers perception on using English story books as the teaching material.

