

Chapter II

Review of Related Literature

This chapter present about some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this investigation. The discussion is presented under the following sub headings: Definition of Young Learners, Teaching English of Young Learners, Teaching English as Foreign and Second Language, Definition of Teaching Proficiency through Reading and Storytelling, Using Teaching Proficiency through Reading and Storytelling (TPRS) in Teaching English for Young Learners, and Review of Previous Study

2.1 Definition of Young Learners

Young learners are defined as children between the ages of 5-12.” (Linse and Nunan, 2005:2). The other research conducted by Reilly and Sheila (2003:3) identify that young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to the age of seven.

Based on the explanations above, the researcher can conclude that young learners are the children up to the age of five years old and who have not yet started compulsory schooling and also have not yet read. But, in our country (Indonesia) the children up to six years old mostly already started to school and have already learned to read also.

According to Teaching Languages to Young Learners by Lynne Cameron (2001), Teaching Languages to Young Learners is one of the few to develop readers’ understanding of what happens in classrooms where children are being taught a foreign language. It will offer teachers and trainers a coherent theoretical framework to structure thinking about children’s language learning.

2.2 Teaching English to Young Learners

There are many methods on how to teach English to young learners. Such as: flashcard, song, storytelling, etc. By using flashcard, teacher points to the picture and practice student's pronunciation. Teacher also can play guessing game with the student using flashcard (British Council, 2012,P:8). Young learners also enjoy listening to a song of a foreign language. Based on Linse and Nunan (2005) using song and chant is easy and fun for young learner class. For example, teacher can use Head and Shoulder song to teach student part of the body. Storytelling is telling a story to people who want to listen to the story (British Council, 2014). It is an oral activity by reading book or even telling a joke. Children enjoy listening to stories in their mother tongue as their mother telling them a story. By telling student a story, teacher can relate the story with their life experience and encourage their creativity and imagination power.

Based on teaching young learners methods mentioned above, teacher of young learners had various methods to teach the students foreign language such as English with fun activities. From the methods mentioned above, the writer adds Teaching Proficiency through Reading and Storytelling (TPRS) to be one of many foreign languages learning strategy in young learners' classroom. It is a method to train teachers how to do repetitive, interesting comprehensible input by asking stories (Bryce Hedstrom, 2012). Stories are the heart of the method, but the story is only a part of it. The steps to do TPRS are establish meaning, tell a class story by asking question about the story and read sentences from the story or target language to teach students new vocabulary.

2.2.1 Teaching English as Foreign and Second Language

Indonesia as the biggest and most populated country in South East Asia still used their local languages based on what ethnic group they are from. So, English still become a strange language especially for Indonesian villagers. Unlike

live in the city where they can find many cheap English courses or go to school using English to deliver the lesson. Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages it's such as Indonesia where English not commonly spoken. Different with Teaching English as a Second Language (TESL) that typically used in English-speaking countries and it is referring to the learning than teaching such as Singapore, Philippines and Malaysia.

there are 15 countries speak English as a Second Language best such as: Singapore, Malaysia, Netherland, that the quality of teaching with the highest proficiency of English as a second language based on the article that I found in the website indy100.com posted on 5th November 2015 by Bethan McKernan. It is different with the country such as Indonesia which is English as Foreign Language. The students only study English at school and they rarely use it to communicate with other people outside classroom. In this case, I will give the TPRS method to a Kindergarten student who used English for their daily lesson. Lucy Pollard (2008) explained that At lower levels, teacher should using students' mother tongue more often. To make them memorize it, try to use English as much as possible. Teacher will find that they use English for instructions more and more frequently. When we are presenting new language, try to illustrate the language through the use of pictures and/or the real things.

2.3 Definition of Teaching Proficiency through Reading and Storytelling

Teaching Proficiency through Reading and Storytelling (TPRS®) was developed by Blaine Ray. TPRS is a method of teaching languages with interactive oral stories and readings. According to the handout of Ray workshops (2011) in TPRS Students choose, or acquire, the language by listening and understanding. Research by Lichtman (2016) said that TPRS is a language teaching method designed to develop real fluency. Students and teachers spend class time speaking in the target language about interesting, comprehensible stories. Blaine Ray Company has a passion for training teachers to apply and expand theories of language acquisition for the purposes of classroom teaching.

Development of the method continues today. It began with James Asher's Total Physical Response (TPR), but now classical TPR is a relatively small part of it. TPR is based on the coordination of language and physical movement.

Different with TPRS (Teaching Proficiency through Reading and Storytelling) is an input-based approach to teaching language that focuses on the systematic instruction of vocabulary in a highly comprehensible, personalized and contextualized manner (Blaine Ray and Contee Seely, 2005). The class story is the most well-known aspect of TPRS. TPRS lessons use a mixture of reading and storytelling to help students learn a foreign language in a classroom setting. Stories are the heart of the method and a good story is one of the most valuable tools to deliver compelling comprehensible input to your students, but the story is only a part of it. It's a popular method for teaching world languages that largely abandons textbooks and grammatical exercises in favor of short, humorous stories paired with physical movements. According to Anastasia Myers thesis, The basis of TPRS is to expose students to as much comprehensible input as possible in order for them to develop fluency and accuracy in the target language.

2.4 Using Teaching Proficiency through Reading and Storytelling (TPRS) in Teaching English for Young Learners.

As a teacher of English Young Learner, we have to be creative to makes the children enthusiast of learning. As a teacher we always want to make our classroom alive by involving the students in every class activity. Many tool that kindergarten teacher use for teaching language for Young Learner such as flashcard, video, storybook and etc. This paper examined the Using of Teaching Proficiency through Reading and Storytelling for Learning English in English Young Learner Classroom by knowing the student progress of studying English. In the classroom, there are many different characters of child. Each child is a unique learner and there has been a growing awareness of the need to take into account the different types of 'intelligences' (Gardner 1993), including emotional intelligence, that manifest themselves in different ways in each child.

According to Ellis and Brewster (2014) the richness of storybooks in terms of their content and illustrations and the variety of activities suggested in the story

notes, allow the teacher to cater for all learner types and intelligences and to make learning experiences meaningful for each child. Teaching English using storybook also interest the students because students love to listen to the story even they are not understand the whole story but they look at the picture and try understand it. Blaine Ray (2005) stated Teaching Proficiency through Reading and Story Telling for learning English in EYL classroom is the best way to teach English especially for their reading and listening skills in English. The steps of TPRS are:

Three Steps of TPRS

The action research proposed based on TPRS steps that writer put in lesson plan. TPRS steps consist of 3 steps. Those were as follows:

Step #1: Establish Meaning Pick useful grammatical structures (usually three) and establish meaning with written translation and TPR gestures for a few minutes. This is not “listen and repeat.” Students are showing they understand with gestures. Begin to get it deeper into students’ memories with novel commands, very short “mini-stories” and comprehension checks. Once students have the vocabulary and structures in short term memory, begin asking personalized questions (PQA) and then play with their answers. This phase can last much longer. You can spend a lot of time here.

Step #2: Tell a Class Story, The class story is uniquely built by asking questions using the target structures. It is sometimes described as “asking” the story. The goal of the story is to provide compelling comprehensible input. The story is short, simple and interesting. It contextualizes the target structures and provides repetitions. It is told slowly with constant comprehension checks and ideas from the students.

Step #3: Read Reading is based on the material in the two previous steps. It reinforces the content in a different format. Reading can be at a slightly higher level than the spoken language in the classroom because students can comprehend more vocabulary and more grammar forms since the input is more under the reader’s control.

2.5 Review of Previous Study

The first research is from Şadiye Demir and Feryal Çubukçu (2014) with the title “To Have or Not to Have TPRS for Preschoolers”. The participants of this quasi-experimental study were two preschool classes consisting of 39 preschool students around six years old learning English as a foreign language in MEV College Private School Güzelbahçe İzmir in the academic year 2013-2014. The two classes were randomly assigned by the researcher as the experimental and control group. The experimental group was taught the lexical items with the language teaching method TPRS and its techniques and stories. The results of the study indicate that the experimental group, which was taught the target lexical items with the TPRS method, got higher mean scores in the post-test and were statistically more successful than the control group, which was taught the same target words with the Communicative Approach. The different of this study with mine is the writer will conduct a research use Classroom Action Research to give TPRS method to English young learners to see the process of TPRS, not to compared it with another teaching method.

Second, the research of Hendri Yati (2017) with the title Building Vocabulary Using the Teaching Proficiency through Reading and Storytelling Method conducted at SD Negeri Arun Lhokseumawe. The aim of this research study was to find out how to use the TPRS method for teaching vocabulary to the 5th grade of elementary students. The researcher use Classroom Action Research (CAR) method for this Study. To apply TPRS method, the researcher use three steps, the first is Total Physical Response (TPR) as the first step to introduce the new words or phrase then, continued with the Personal Questions and Answers (PQA) to promote simple grammar and to provide as many spoken repetitions of the new structures in context as possible. The second step was storytelling. The stories were short, simple, and interesting. The third step was reading. The researcher used an overhead projector to project the text onto the wall and then the students read and translated the text into their L1. Based on the results from the research, it was found that the TPRS method was effective in improving the

students' mastery of vocabulary. It different from my study which is I give TPRS method to EYL not only to build students vocabulary but also wants to find out their speaking skills through TPRS method.

The third previous study is conducted by Ivonne Susan (2013) at a second grade of a junior high school in Bandung. In the interview involved by the students, in the chart shows most of the students believe that TPRS increases their vocabulary mastery. The students considered this technique is good, fun, and interesting. The students assume that the use of TPRS potentially increases their vocabulary and listening ability. A student also mentioned that TPRS technique was more suitable to be used for children not teenager. The teacher mentioned advantages of TPRS technique as one of good techniques to improve students' vocabulary especially in listening TPRS technique let the students involve in every single activity, and it made the students' feel invited in the teaching learning process. The students' listening comprehension, in a second grade class in one of private junior high schools in Bandung was higher after TPRS treatment was held four times. The students also assumed that they understand more about the story and also consider it as a good, fun, stress free technique. It different with my research which is investigate how TPRS works in a Young Learners instead of Junior High School Students.