

CHAPTER II

LITERATURE REVIEW

A. Students Development in Elementary School

Primary school age is the age of the "late childhood" period. Nazaruddin as cited in (Samiudin ,2017) further explained that late childhood is a time for children to matures, starting from six to thirteen. This age is the age of personal adjustment and social adjustment of the child. Or Freud called it the "latent" phase, which is elementary school-age children where the impulses seem to settle (latent), not as surging as the previous and after times. The age period of Elementary School (SD) are (a) low-grade elementary school (aged 6 to 9 years, and (b) high-grade elementary school (age 9 to approximately about 13 years).

Development is related to an integrated personality. Elementary school children have aged 6-11 years are in the middle childhood phase, Sumantri cited in Khaulani (2020: 53), and the form of elementary school children's development phase can be seen from several main aspects such as:

1. Physical-motor

At age becomes taller, heavier, and stronger than when children are in kindergarten. Children are more active and strong enough to do physical activities such as running, climbing, jumping, swimming and other outdoor activities. Children carry out this physical activity to train coordination, motor skills, body stability and distribution of accumulated energy, Izzaty cited in Khaulani (2020:53). The physical development of elementary boys and girls is also different. Girls are usually lighter and shorter than boys, Slavin, cited in Khaulani (2020:53). This aspect of physical-motor development affects other aspects of development. For example, a child's physical condition that is less than usual, for instance the child is too tall or too short, the child is too thin or fat will affect the child's self-confidence. This sense of trust will be related to the child's emotions, personality, and social, Latifa cited in Khaulani (2020: 54)

2. Cognition

The development of cognition is related to children's cognitive abilities, namely thinking and solving problems. Piaget cited in Khaulani (2020:54) Primary school age is when the child is at the concrete operational stage. Children can do logical reasoning for everything that is concrete, but children cannot do abstract things. Trianingsih, cited in Khaulani (2020:54). Elementary school-age children will experience rapid cognitive development. Children will begin to learn to form a concept, see relationships, and solve problems in concrete situations (Slavin-as cited in Khaulani (2020:54).

3. Socio-emotional development

This development is related to the environment around the children. That is the time when children prefer to play with their social environment rather than with their families. Peers have an important role in children's social development. Through peers, children can learn and get information about the world of children outside the family, Murni (as cited in Khaulani (2020:54). Another thing that appears in this phase is that children have begun to form self-concepts as social groups outside the family. Children's social relationships with adults outside the family have an important influence in building children's self-confidence. The lack of self-confidence in children will arise if the child do tasks like his friends.

4. Language Development

Children's language development will develop from the beginning of elementary school and reach perfection at the end of adolescence. Children's language has increased at the age of late primary (7-8 years). The child has understood grammar, even though sometimes it has difficulties and shows mistakes, but the child can correct it. Children have been able to be good listeners. Children can listen to the stories they hear and then express them again in a logical order and arrangement, Surna cited in Khaulani (2020:55). One of the factors that influence the language development of elementary school children is environmental factors.

Elementary school children have learned a lot from people around their environment, especially the family environment which is their closest environment. Therefore, parents and the community should use language terms that are more selective and better when they are around children. Basically, the child's language will be influenced by the environment in which they live, Adriana, cited in Khaulani (2020:55).

4. Development of religious morals

The family environment and the broader social environment outside the family are the centers of moral development lessons for children. The concept of moral development explains that the norms and values in students' social environment will influence students to have good or bad morals, Trianingsih cited in Khaulani (2020:56). During early childhood development, children's morale has not developed rapidly. It is caused by the child's cognitive development that has not reached an understanding of the principle of right and wrong about a thing, the child cannot distinguish the right things to do and true things. Should not be done (Murni as cited in Khaulani, (2020:55). Based on Piaget's development period, elementary school children in grades I, II, III, and IV are in a transitional period, namely leaving moral realism to enter a period of autonomous righteouts. As a result of the transitional period, the children's moral behavior is sometimes like the ethical behavior of children in the heteronomy period and sometimes like the behavior of autonomous children. For children in grades two, three, and four of primary schools who are still in the moral heteronomy development, they begin to see good or bad behavior as seen from the consequences of that behavior, and not from the intent or intent of the perpetrator.

B. Elementary Education

Dinas Pendidikan (2015) explained education in elementary schools in the education of children aged between 7 to 13 years as education at the primary level that is developed according to the education unit, regional potential or regional characteristics, socio-cultural local community for students. Elementary school students are forged in various fields of study,

all of which must be mastered by students. It is not wrong if an elementary school is called an education center, because the learning process is not only in the classroom but also done outside the classroom.

At the elementary level, students still need intensive guidance and need to be directed, developed, and bridged towards their complex development. Therefore, education in primary schools is more directing and motivating students to learn.

Young learners are diverse compared to adults or young adult learners. Children are more enthusiastic when studying. Moreover, Cameron (2001), as cited in Habibi (2015) said that in learning a new language, children have no awareness of grammatical mistakes and less embarrassed to talk and tend to speak like natives due to their lack of inhibition. Teachers who teach young learners must have professional competence and pedagogical competence to develop what they already have. The young learners do not come to the class of language empty-handed. They have already had well-established instincts, skills, and characteristics to learn another language (Halliwell as cited in Habibi, 2015).

In teaching English in elementary school, teachers must build relationships between the mother tongue and EFL to identify differences in pronunciation. Furthermore, the methodology recommended for teaching EFL in elementary school using is using a communicative approach. (Capperucci, 2017) not grammar approach.

C. English For Young Learners

Young learners is different from adult learners. The difference will affect learning English. According to Scott and Ytreberg (as cited in Bewafa, 2015 : 3), young learners have many unique characteristics such as very logical, have short attention, like to play and learn, very enthusiastic and joyous learning.

Learning English in elementary schools also includes four skills that must be taught. According to Nurjanah (as cited in Budianti, 2019:1), learning English in elementary school includes four language skills, listening, speaking, reading, and writing. Learning objective

where students can communicate using English can be maximally achieved if learning has started from the elementary school stage.

1. Listening Skill

Listening be the first foundation that the learner must understand. (Ismail, 2019: 63). Listening skill, which has an important role not only in communication but also in interpersonal relationships, unfortunately one of those skills that are given the most negligible significance in school education (Kutlu, 2014):

Renandya & Farrell as cited in Trismasari (2016:2) claim, “many EFL learners, especially those with lower proficiency levels in the language, find that among all the skills of English, listening is the most difficult for them”. Listening plays an important role in second language instruction for several reasons, Rost as cited in Trismasari (2016:2). If the students cannot hear it well, they will find it hard to communicate or perform listening poorly. The poor ability means that the students have difficulties in their listening. The problems make the learning purpose not achieved optimally.

Especially in listening learning in elementary school, the preparatory work on listening tasks is designed by the teacher. The teacher determines the difficulty of the listening text and the extent to which it must contain words already known by the pupils. It is then useful to illustrate briefly. It is then useful to illustrate the context to which the listening task is referred to. It has to be closed to situations experienced by the child. The situational not only heard but also visuals related to familiar places, prior learning, body language. (Capperucci, 2017).

The children must feel at ease and repeat at least two or three times. During the first listening, pupils do not take notes. Second the pupils set out some concepts or words. Third, the teacher put some questions and confirm the accuracy of the answer. (Capperucci, 2017).

2. Factors affecting listening achievement in English.

Boyle (as cited in Asriati, 2017), classifies factors that impact on EFL listening comprehension in three ways. First, speaker factors such as; the linguistic ability of the speaker, the quality of the speech signal, the personality of the speaker, etc; Second, factors in the oral text such; the complexity of the lexis and syntax, the degree of cohesion, etc; Third, is listener factors, such as intelligence, memory, gender, motivation and background knowledge. The factors contribute to the low listening achievement of the students mentioned above potentially cause difficulties in listening subject and contribute to the students' low listening achievement.

Kurniawati (2016) shows some factors revealed in other research that impact on listening achievement, attitude, motivation, personality, life situation, role in society. According to Tarigan (as cited in Kurniawan (2016) Physical, psychological, experience, attitude, motivation, gender, environment (physical and social), role in society. All of the factors which Kurniawati collect have correlation each other. So, in general, the factors causing failure in listening are as mentioned by the researchers.

According to Habibi (2015), the teacher's quality of young learners is the most important factor in bringing in the teaching process and promoting students' achievement. (Habibi, 2015). Further, Habibi (2015) explained that the English teacher in Indonesia for elementary school lack of competence because there was no pre-service or in-service program to produce English teacher for elementary school students. The teacher has the most important role in introducing English as a foreign language. And must provide a pleasant understanding according to the age of elementary school children.

Due to the lack of learning facilities and infrastructure, learning mostly relies on the textbooks provided by the school (Ismail 2019 : 63) Therefore, teaching media is to use in learning, especially in learning listening in elementary school. (Ismail 2019 : 63). Bewafa (2015: 2) said that the fourth-grade students of elementary school need the teaching media to

help them learn vocabulary. Media is the main media to make it easier for children to see real objects.

Trismasari (2016:2) found that five factors influence students' difficulties in English listening, They are: listening text (the content of the message and the text feature), the speaker (the speech rate of delivery, various accent, reduced form, redundancy, pronunciation, hesitation, pauses and visual support), the teacher (the basic teaching as asking, reinforcement, variation, explanation, opening-closing the lesson, organizing class and focusing group attention or individual), the listener (lack of background knowledge, lack of topic familiarity, lack of grammar, lack of linguistic knowledge, lack of listening strategies, psychological states, physical problem, and task), and the physical environment (noise, poor quality of equipment, and visual clues). Those factors impact students who have difficulties in English listening, so it will lead the students to get poor results.

D. Achievement

One of the parameters of learning is achievement. Students achievement can be categorized as high, middle, and low. Achievement in education is measured from the students' cognitive, affective and psychomotor assessments after participating in the learning process that is measured using relevant test instruments.

Learning achievement and the learning process are inseparable units. The level of success in learning subject matter is expressed in grades or report cards for each field of study after experiencing the teaching and learning process.

Every teacher expects their students to achieve good learning achievement since it indicates that the teaching-learning process is successful. Still, there are many problems that the students face in learning English, which caused them to get low achievement (Chairunnisa, 2015: 2). Many factors cause the problem; it can be internal and external students (Slameto as cited in Chairunnisa 2015). The internal factors consist of anxiety, demotivation, negative attitude, and low esteem. Simultaneously, the external factors consist of lack of family support

and unsupportive school environment factor (MacIntyre, 1998). Learning anxiety disturbs one's self-esteem and self-confidence (Rianti 2011 cited in Chairunnisa)

According to Khattak (as cited in Sadiq, 2017), listening depends on some factors that hamper listening achievements, such as teachers, students, and media. Listening should be taught in various ways to make the students more interested in it.

E. Teacher's Strategy

Tarigan (as cited in Rahayu, 2018: 882) explains that Elementary School students' listening skills between classes are not the same. Anderson (as cited in Tarigan, 2008) argues that the listening abilities of grade two elementary school students aged 6-8 include: 1) listening with increased choosing skills, 2) making suggestions, suggestions, and questions to check their understanding, and 3) be aware of the situation, when to listen; when to not listen.

1. Listen and Draw

From Tess-India, (2005), The 'listen and draw' activity in the case study is a simple activity that you can do with any age group and many different pictures. This activity will help students practice listening and allow students to practice the language in context. The steps to use this strategy are: Before class, choose a simple picture with a few simple objects to draw. And make sure that the teacher and students know most of the words for the things in the picture. It is probably best to choose an image that does not have too many items. The image must be easy to describe and draw. If the picture is too complex, it might take students a long time to draw it. To speed the activity up, encourage students to do a quick drawing.

The teacher could demonstrate how quickly they could draw by drawing an example on the board. Think about (or write down) the instructions to the students to draw the picture. When the teacher introduces the activity to the students, tell them not to worry about their drawing. Read the first instruction and give students some time to draw – but not too much time! Encourage the students to draw quickly. Repeat each instruction as many times as you feel your students need it. If they still do not understand, use a different word. You can

also use their home language to help them understand. But remember, the teacher allows them to listen in English and do not use the home language very often. After reading the instructions, tell the students to compare their drawings. Have them note any differences, and then them to compare their pictures with those in the textbook. If the students enjoy this activity, you could get them to do it in pairs or groups. One student can choose a picture from the textbook and describe it to their classmates. The classmates draw the picture from the description and should not look at the textbooks. The teacher could also tell the students to choose an image and ask them to draw it on the board.

2. Top-Down and Bottom-Up

Mandarani (2016) revealed that, in the pre-listening activity, students could connect the context of what was heard with the background knowledge they had. In While-listening activities, students predict what is important and not important to encourage students to understand what they hear. In post-listening activities, students are encouraged to respond to what they hear.

The advantage of this strategy is that it can help learners who have difficulty in listening comprehension by building knowledge according to the context presented. Weaknesses, namely, students will find it difficult if they cannot understand the context of what is heard to not identify vocabulary, grammar, and the meaning of what is heard.

3. Directed Listening and Thinking Activity (DLTA)

Farris (as cited in Oktaviani 2013), explained that the DLTA strategy plays an important role in listening. Students can be skilled in critical thinking, build imagination, predict the next story according to previous knowledge and experiences of students to understand the story. Wibowo (as cited in Rahayu, 2018) The Directed Listening Thinking Activity (DLTA) strategy is a listening learning strategy that engages students in learning. Barone (as cited Wibowo 2016) stated that the Directed Listening Thinking Activity (DLTA) strategy is a strategy that can be used to teach students understanding when reading aloud

(Wibowo, 2016). This strategy is applied when students listen to the text read by the teacher so that students are expected to understand what they hear. According to Abidin (2012), DLTA learning steps are the pre-listening stage that contains the introduction of the listening material and makes predictions. The listening stage includes listening and testing predictions, and the post-listening stage, trains creative skills. This learning strategy prepares students' listening and involvement in reading, testing predictions, and improving their creative skills. The advantages of the DLTA strategy are as follows: This strategy improves students' ability to predict stories so that it helps in obtaining a whole picture of the story, This strategy develops students' questioning abilities, Then this strategy trains students' analysis skills, DLTA strategies attract more attention students because learning is fun. Moreover, DLTA strategy makes learning more interactive. Fun learning is more accessible for students to understand.

4. Listen and Do

Listen and do is listening learning that can be applied in elementary schools. Learning by listening and then doing something can be applied in various activities such as listening and coloring, listening and matching, and listening and identifying. Listening and coloring activities are activities where the teacher provides an image that does not have a color. The teacher then gives instructions using clear English in the form of commands to color the image with the color that the teacher speaks. Students respond to the instructions by coloring the pictures according to the instructions given by the teacher. Furthermore, listen and match activities are in the form of matching pictures and numbers. (Dina, 2015)

5. Dictation

Dictation is teaching and learning in the classroom by reading a monologue of between 50 and 100 words. Students are asked to listen carefully to be able to accept the messages in the reading. When the teacher reads the monologue, it means the teacher is doing dictation. Teachers to do dictation through several stages: First average speed; then, with long

breaks between phrases or groups of everyday words, finally at an average rate, check their work and correct their writing (Febtriningih, 2018).

6. Guide Note Taking (GNT)

The Guided Note Taking strategy is a learning strategy that cannot be separated from the lecture method. This strategy is suitable for starting learning and presenting a vibrant learning atmosphere. Students will focus their attention on the terms and concepts to be developed and materials related to competence and objectives that have been designed. Further, Sanjaya (as cited in Susilawati, 2014) suggested that the Guided Note Taking strategy is one strategy to activate the class. The teacher prepares media in the form of charts or schemes (handouts), to help the students take notes when a teacher explains lessons using the lecture method.

According to Fatmawati (as cited in Susilawati, 2014) the Guide Note Taking learning model's learning steps are as follows: Provide a summary of the main points of the subject matter to be delivered. Group students with members of at least two people or a bench. Distribute the teaching materials (handouts) that have been made to each group. Condition the class with a warm atmosphere so that students stay focused. Provide hook material according to the material to be discussed. Deliver the material systematically according to the handout given by utilizing existing props. Invite students to play a role in the use of teaching aids. Guiding students to convey ideas and conclude from what is obtained. Teacher and students analyze a case.

F. Previous Research

In his research, Chao (2013) revealed that listening comprehension plays a pivotal role in effective communication in spoken language in the global village. This study aimed to investigate non-English majors' English listening performance and listening problems. The results showed that most of the subjects (62%) did not reach the passing score of intermediate

level; the listening problems were mainly from the input factor, followed by the listener factor and the task factor. Most frequently encountered listening problems included quickly forgetting the content, long listening texts, not knowing which strategy to use, unclear pronunciation, and unfamiliar intonation patterns. Third, there was a strong relationship between listening problems and listening proficiency. The proficient listeners identified their main as quickly forgetting the content when hearing new words as the main problem. The less proficient listeners identified difficulty focusing on the text while having trouble understanding as the major obstacle. Finally, significant differences existed in listening problems encountered by students from different colleges.

Gilakjani (2011), in his research, figured out that listening plays a significant role in daily communication and the educational process. The study tries to find the factors influencing English listening comprehension and the strategies to be taken to improve students' listening comprehension. The paper focuses on four main issues. First, it discusses the definition of listening, the significance of listening. Second, it reviews the process of listening comprehension, strategies of listening comprehension. Third, analysis of listening comprehension problems is reviewed. Fourth, teaching methods for listening comprehension will be discussed. Fifth, researchers study teaching listening activities. Sixth, general principles in teaching listening comprehension are discussed. Findings based on the literature review and analysis of the data are of great significance and can be advantageous to improve EFL learners' English listening comprehension skills.

The two studies focused their research on listening. Chao studied the factors of listening performance and listening problems. While Gilakjani tried to get the strategy to improve the students listening comprehension. In this research, the researcher focuses on English listening learning in elementary school. The researcher catches the problem of difficulties of the students learning. Then, the teacher as a facilitator will explain their strategies

to convey their listening English learning in class. Chao's research relevant to this research because he said that the subject did not reach the passing score of intermediate level, which shows that Listening is not easy to learn. It would bring up the problem from the students or the teacher. Then, Gilakjani explained to the teacher to improve students' listening comprehension, and he shows the step to instruct the listening learning process. In this research, the researcher tries to analyze the teacher strategy in the listening process, especially in Elementary school. It will be different from the researcher before because it happens in elementary school.

