CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical frame work related to thus investigation and some previous reviews of previous study. This aim is to find out supporting ideas and evidences about the problem. This chapter will outline the overview of warm up activities, overview of activities in teaching young learner, overview games in teaching English, and overview of young learner.

2.1 Overview of Warming Up Activities

In language classroom, the main objective we should focus is to transmit to the learners the internal process in order to achieve the language acquisition and not only because of the instructional process, but also because it is known that higher motivation levels are related with better communication, lower anxiety levels and the teaching performance is enhanced. Therefore, as the great benefits of motivated students are a fact we cannot delay, several strategies to increase prompt motivation are born, and one of them is the use of warming up activities as one way to vary the typical lesson sequence (Gaspar, Leon & Barrios, 2016).

There are of course detractors of this idea, as some teachers think that there is no need to use fun activities during a class as it can contribute to indiscipline or there is no connection between the content and warming up activity. However, Akther (2014) states the use of warming up activities can

introduce new topics, activate previous knowledge, also help students to focus on the class as it sets the appropriate mood for learning due tot the fact that it motivates them implicitly making them feel engages in the lesson and helping the teacher to develop the class successfully. The importance of the warming up activities related to listening tasks lies on the redefinition of the listening task, breaking the classic schema and approaching students in a fun way having into account their interests, increasing the motivation, reducing affective filters in order to empower the language acquisition process.

Many students complain that they feel bored doing same thing again and again from the beginning to end of a class. As they do not feel interested in class, they cannot progress much in learning a language. Unfortunately, many teachers do not pay attention whether or not students feel interested and motivated to work with the activities they provide in classes. It is needed to find out how to keep students' interest in learning (Jun, 2000). Using warm up activities can be one way to bring variation in class activity and to make the students curious, focus their attention, provide them purpose and motivation (Eragamreddy, 2013).

Many teachers do not think warm up is useful that is needed for learning to be fun. They basically use it in the first class of a new course to give the students a chance to be familiar with each other. They ignore the other benefits of using a warm up activity in classroom. For example: it can motivate the students to participate in class activities, activate the students' background

knowledge, help the teachers introduce a new topic in interesting way or help get the students' attention. However, teachers use common techniques such as questioning, reviewing materials from the previous class, chatting with students as warm up activity whereas they can use jokes, songs, funny videos, games, stories or pictures to make the class more interesting.

Teachers have to be sure about what they are teaching and how much information the students have about the subject, and then he/she needs to connect the topic with students' present understanding. A teacher can do that through activities as simple conversation between learners that allow him/her to sit back and observe the languages abilities that they have. Garcia and Martín (2004) mention that one of the objectives of using warming up activities is to activate students' background knowledge which gives a new perspective to the concept in view of the fact that from a traditional point of view, warming up has been seen just as a small introduction to the topic, in order to introduce the lesson or an alternative to start the class in a more entertaining way, warming up is essentially an effective strategy to prepare students for the lesson.

Peterson (2010) states that starting the lesson plan with a short warm up activity may help students to focus on the target topic, arise their creativity and provide a context to apply the knowledge they have acquired. Warming up activities also provides the opportunity to reach each student and arouse their interest, even the more reluctant students can be engaged by using a low risk warming up activity it also not only offers an approach to students, but also

gives the possibility of reviewing language skills presented in past English lessons and activate previous knowledge (LeBlanc, 2011).

According to Flanning (2011) "Performing warming up activities in English class will help students to be in the right frame of mind to learn" As cited by Khodareza & Estalkhbijari (2012). Also proper warming up activities ensure that students will get the most from their class. Warming up is actually the convergent point between the student reality outside the classroom and the language lesson, when students enter in the ESL classroom they all come from a wide different range of busy life in which they spend most of the time speaking in their L1, warm up activities will help them to turn off the outside world and focus on the task at hand (Le Blanc, 2011).

2.1.1 Warming Up and Its Effectiveness in Teaching English

Starting a class is not an easy thing to do and when the class full of new people which is teacher had never met, it makes the situation much worst. Students respond well if they feel comfortable in the classroom. However, teaching young learner is believed to be a difficult task for English teacher. The reason is children have difficulties in learning other languages, because it is not their mother tongue. Moreover, in many cases, there are many young learner teachers use improper technique in teaching their student. It is make them lack of comfortable and is not interested to learn English (Wulanjani, 2016).

As teacher, it is our task to attract their attention with starting the class in the best way. One of the best ways to ensure we have good start in the class we start with some fun warm-up activities. Robertson and Acklam (2000)

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define warming up activities as a short activity in the beginning of a lesson. In addition Leblanc (2011) argues that warming up is an activity which has as aim to attract the students' attention in the class and avoid external distractions, another definition of warming up stated by Rushidi (2013) who defines warming up as an activity that help students to feel relaxed and sets a positive attitude to learning.

Doing a warm-up activity in the beginning of the class is to ensure our students, especially young learners, feel happy and comfortable in their English environment. As teacher, do not start the class with the hard warming up, because it probably push students to work hard that not make them not like to learn English. On the other hand, teacher can play easy game to catch their interest and as the result they will feel comfortable with the learning and especially the teacher.

There are a lot of games to choose which appropriate to be played in classroom. However, when choosing games, teacher should pay attention to the kind of game they will be played. The games should be easy to play because the learners are little children or young learners. They will be comfortable to follow the game if they think that the game is fun, enjoying and make them happy. The game is not only to make them comfortable, but also it should be motivating the young learners to motivating to master English fast and easily (Hang, 2017).

2.1.2 The Importance of Doing Warming Up

According to Akther (2014) there are three importance of warming up activities in teaching English. First is establishing a relationship between students and peer. Warm-up activities like joke, game, puzzle establish a positive learning environment and make the students comfortable to participate in the classroom (Joshi, 2006). Krishnan and Hoon (2002) stated that in language classroom learners need to support and motivate each other to promote success in learning. Warm-up or icebreaker activities help create a comfortable environment and establish peer trust among students which allow them to engage in negotiation with each other for other activities easily (Hansen & Liu, 2005).

Second is increasing students' motivation in learning. Doing warming up in the first 5-10 minutes can give motivation to students in the beginning of the lesson (Garcia & Martin 2004). Students' motivation is influenced by the learners' interest in class activities. Therefore, warming up activities is an effective tool to give motivation when it is done to start the learning. Wiśniewska (2012) also mentions that interest builds motivation and exploration to learn, to develop broad knowledge and to attain skills and experience. Beginning a class with a warm up activity is a good way to grow curiosity and interest among the learners and motivate them to give their attention in further activities to know more (Zhu, 2010).

The last importance of warming up is attracting students' attention. People learn about things when they give attention and do not learn much when

they have lack of attention (Lam, 2009). According to Walqui (2006) by focusing students' attention on the main ideas, teacher first prepares the students for engaging them in interactive tasks to practice. According to Allwright (2014), warm up activities are used to get students' attention so that to they put aside their distracting thoughts and become ready to focus individually and as groups on class activities (as cited in Velandia, 2008). Therefore, using warm up activity learners' attention can be taken and they can be invited to start thinking of lesson topic (Saraceni, 2007). Warm-up activities help the students stop being distracted and focus their attention on the lesson.

By spending five or ten minutes for warm up activities, leaners can be motivated from the beginning of a class (García & Martín, 2004). Motivation for learning is influenced by the learners' interest in the class activities (Wiśniewska, 2012). Nseendi (1984) suggests that students will be motivated to learn when the activities and exercises for language learning are interesting to them (as cited in Cheung, 2001, p.59). So, the warm up activity used to motivate students should be interesting (Ruiz & Ramírez, 2008). Crookes and Schmidt (1991) define that motivation is learners' interest and enthusiasm for the learning materials and tasks used in class and it indicates their levels of attention, concentration and enjoyment (as cited in Peacock, 2014, p.145). In the preparation stage, a warm up exercise can act as an important factor to arouse students' interest to motivate them (Jun, 2000). Wiśniewska (2012) also mentions that interest builds motivation and exploration to learn, to develop broad knowledge and to attain skills and experience (p.212). Beginning a class

with a warm up activity is a good way to grow curiosity and interest among the learners and motivate them to give their attention in further activities to know more (Zhu, 2010).

Bowers (1984) suggests that unattended material stays in memory for short time and does not get processed in long term memory due to lack of attention and noticing (as cited in Schmidt, 1990). Opening activity mainly used to focus the students' attention on the lesson (Richards & Bohlke, 2011). Dornyei (2001) states that teachers can play a vital role to create a positive learning attitude among students and to make them interested and involved in class, teachers need to stimulate their curiosity and attract their attention (as cited in Velandia, 2008). People learn about things when they give attention and do not learn much when they have lack of attention (Lam, 2009). Walqui (2006) states that by focusing students' attention on the main ideas, teacher can first prepare the students for engaging them in interactive tasks to practice. According to Allwright (1984), warm up activities are used to get students' attention so that to they put aside their distracting thoughts and become ready to focus individually and as groups on class activities (as cited in Velandia, 2008, p.11). So, by using warm up activity learners' attention can be taken and they can be invited to start thinking of lesson topic (Saraceni, 2007). Warm-up activities help the students stop being distracted and focus their attention on the lesson. These kinds of activities lead the students to effective language learning from the beginning (Velandia, 2008).

2.2 Activities in Teaching Young Learners

According to Suyanto (2015), the effective way to teach young learners is by implementing some entertaining activities which can help them to feel happy when learning. Some entertaining and fun activities which can be used by the teacher for example is singing a song, playing games, using comic as media and also role playing (Arast & Gorijan, 2016).

2.2.1 Sing A Song

One of enjoyable activity which is loved by young learners is singing a song (Suyanto, 2015). The advantage of using song in young learner classroom is because its flexibility. There are many reasons why songs can be considered as valuable pedagogical tool. Using song can give the students opportunity to acquire a better understanding of target language (Jolly, 1975). Why song is used to teach English to young learner because song have simple sentence structure or sentence pattern which can become set in the students' mind. One example of song that children have familiar with is twinkle-twinkle little star.

Moreover, using song is one of the marvelous ways in introducing English to vocabulary to the young learner (Suyanto, 2015). Many of English teachers from non-English teachers find the difficulty when stimulating learners to use English in speaking. Using song may help teachers to train their students in speaking skill. It will help teachers in motivating their students to be more confident when they speak English. Music has a very beneficial role in teaching young learner. It can help establish a classroom atmosphere more relaxing and

it can make the learning more memorable and give a sense of security and comfort to children.

There is no reason to not use song when teaching young learners. Song turns out to be a crucial thing in learning, especially learning English. Learning process will become more interesting and enjoyable when song is brought to classroom. Song has pedagogical value in it and it also has structural sentence patter which can remember easily by children. Therefore, singing a song is an activity which both can help students to have fun and also the education as well.

2.2.2 Performance Language Games

Games have many benefits toward languages learning. It offers a fun and relaxing learning atmosphere (Wulanjani, 2016). Games are also motivating since they are amusing and challenging at the same time. The main reason why games are considered effective learning aids is because they spur motivation and students get very absorbed in the competitive aspects of the games and they try harder at games in other courses (Desri, 2002). In addition, Hang (2017) pointed out that games are not only considered as time filler or warm up activities, instead games do have education value in it.

According to Harfield (1999), games are activities that required with rules, goals and elements of fun which is divided into two kinds; competitive and cooperative games. Competitive games means the players should race to be the first to reach the goal. Cooperative games means a player is not work alone but in teams work together in order to reach the common goal.

The importance of games has highly been valued in teaching. This further emphasizes that when games are being used in class, they do not only help students to learn effectively but also to have fun at same time. Games are activities that children naturally and universally engaged in. To play games, students will compete alone or in groups against other players. Unconsciously, students will not think about the difficulties in learning the language but they enjoy the games as they learn the language (Arast & Gorijan, 2016).

2.2.3 Comic Strip Story

Teaching is not only about teaching students through reading and art experiences, but engage them in discussion about the texts that may help them overcome problems in their own lives and communities (Arast & Gorijan, 2016). The use of comics in education is based on the concept of creating engagement and motivation for students. Liu (2004) stated that the effect of comic strips on reading comprehension is helping students when they have difficulty comprehending the text. Furthermore, as Bowen (2011) argued that comic strips can be very motivating for learners as the story-line is reinforced by the visual element that is able to make them easier to understand.

As a matter of fact, comic strip has the very consequential role in the English classroom (Lang, 2009). He adds comics are the most generally read media throughout the world. A textbook is formed by the material that has been developed and enhanced learning in formal classroom. Lang (2009) notes some characteristics which make comics as an educational tool: a built-in desire to learn through comics, easy accessibility in daily newspaper, innovative way in

which this authentic medium depicts real-life language, people and society, linguistic elements or codes that attract students with different styles of learning.

2.2.4 Role Play

Kolb's (1975) theory argues that knowledge is created through transformation of experience and that experiential learning is important in skills acquisition. Experiential leaning is a cycle where the learner experiencing all bases i.e. experiencing, reflecting, thinking and acting. Role play activity is including action, improvisation, dramatic play, pretend play, socio drama (Sajjad, 2009). Role play can be used for teaching literature, history or science or for complex social problem demonstration and as a method for teaching insight and empathy competences (Kozma, Belle, & Williams, 2000; Blatner, 2002). When role play is used in the classroom, it offers several advantages for both teachers and students.

Poorman (2002) had done a research showed that role play activities in the classroom lead to a better understanding of the course content and increased involvement. Furthermore, role play allowed students to discover insight about themselves and others, and also to express strong opinion. When students are actively playing during the role play, it is more effective in embedding concepts. Role play is a very beneficial teaching tool as it develops practical professional skills as well as academic knowledge.

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2.3 Overview of Games in Teaching English

Using games as warming up is one of best method for young learners to easy understand English, because English is not their mother tongue and they find it difficult to learn English. Games can be a solution to make young learners want to learn English. Children love to play and they like movements. As Roth (1998) stated, playing is natural way of learning for children. As a teacher, we should use some activities that children may love and take their interest to learn. Learning through playing is a good way to make them easy to learn and understand English, because with doing fun activities they will find it easy to remember and easy to learn about the material which is taught by teacher.

According to Huyen and Nga (2003), games have shown many benefits and effectiveness in the learning process in many ways. Firstly, games are able to bring relaxation and fun for the young learners in classroom. When learning English, children might be feel afraid because they think English is difficult, but when teachers use games in classroom, they will feel more relax and enjoy because the game can change the weird atmosphere into relax situation. Secondly, games usually involve friendly competition and keep students interested. Once students interested with the games, they will get involved and participated actively in the learning process which is make them want to learn English. Thirdly, games are considered to bring real world context into

classroom which means that games provides learners with an opportunity to use English in their environment with communicative and flexible way.

According to Aisyatin (2014), using competitive games can warm-up the situation effectively before the teacher starts the main material. Meanwhile, the cooperative games can build class cohesion efficiently. The teacher also implemented linguistic games and communicative games. Since they can improve students' ability related to linguistic accuracy and communicative function. Therefore, using games in teaching young learner is an effective way to get students warm up before teacher starts the lesson. Young learners will be more exciting in learning when games become the starter of learning than without using it in classroom.

The idea of using games in teaching does not seem to be widely accepted and implemented although its profitability has been proposed and justified as early in the seventieth century. There has been a misconception that all learning should be serious in nature. In fact, using games is an important tool that allows language teachers to add colors to their classrooms by providing challenge and entertainment. They are particularly valuable for beginners as a source of cognition that helps them adopt sounds and rhythms and comprehend the foreign language.

El Shamy (2001) defines a game as a "competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win". Language games comprise many factors such as

rules, competition, relaxation and learning in particular. Rules have to be clear, few and well-explained so as no difficulty is faced. They are designed in different levels as well as topics that suit different students" levels what make them enjoy all together and gain the best results. Using games in the process of language teaching-learning is not restricted for any language level; it helps all students to feel comfortable and more confident in acquiring a new language. However, this technique is much more applicable and beneficent with beginners of interest in the present research.

According to Nalasco (1991) in addition to the personal challenge, younger students also enjoy competing with their peers, and introducing a game element is a way of livening up any material. It is often difficult to maintain their attention for too long as they cannot remember new words and expressions of a language they deal with for the first time and which is not their mother tongue. It is true that children like things to be repeated but they do not need only to keep repeating the desired part of the target language. Instead, a short and a simple game can be repeated more than once. Incorporating games, then, in the language teaching-learning process helps building a good relationship with the new language. They do not just relax from serious learning but they reinforce the new vocabulary as well. Although a game in a class of beginners could be a disaster but it succeeds in making a good classroom atmosphere. By time, they realize that language is more than just long lists of words and sets of rules. Prabhu (2013) offers two main reasons why teachers should use games in teaching second language. The first reason is based on spontaneous interaction

that games can generate amongst the children, 'creating opportunities for the deployment of their emerging internal systems'. A second major reason for using games is the supportive environment that is created. Interaction between learners is less threatening than interaction with the teacher. Game-like activities provide choices for the classroom. 'They allow teachers to add variety and flexibility to the teaching menus'. Sometimes educators feel weighed down by assigned curricula and need to come up with new ideas and interesting activities. Another advantage, in language classes, learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about being criticized and punished by their teachers when they make a mistake (Sugar, 2002). Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners are not afraid of punishment or criticism while practicing the target language freely (Crookal & Oxford 1990).

In addition, the supports of using games come from many experienced book and methodology manual authors have revealed that games are not considered to be just time filling or warm up activities, instead games have an inordinate education value (Hang, 2017). This statement further emphasizes that when games are being used in class, they do not only help students to learn more effectively but also to have fun at the same time. Consequently, for English teachers, games can be teaching strategy not only serving amusing activities, but also carry out the learning to the learners in amusing way as well.

From the reasons mentioned above, the topic of using games to teach English is clarified so that relevant games will be used in order to help all students practice English more naturally and accurately and help them know the way to use exactly grammar rules. Furthermore, games also better students' grammar acquisition as well as motivate them to study English. Consequently, lecturers can design lessons, gain experience and make more contribution to teach grammar better. Moreover, students' attitudes are addressed toward the application of games and activities in classroom. In fact, it is also an evaluation of the effectiveness of teacher's pedagogy. The study firstly introduces the rationale and theoretical perspectives. Secondly, it has a clear and straightforward description of the classroom research. Thirdly, it clearly describes the use of different methods and different data sets in the study. Fourthly, it presents the findings and discussion of this study. Finally, it summarizes what the evaluation has found.

The learning of a foreign language is an effort that needs to be maintained at every moment and over a long period of time, especially when working with children Aisyatin (2014) , following that idea Paul (2003), states that in line with this condition, games are needed to help and encourage learners to sustain their interest and work, in view of this fact, it is accurate to ensure that the more accurate up activities for children need to integrate a ludic component, that stimulates not also the student motivation but also his previous knowledge also Paul (2003) suggest that games may contribute to teachers to

create a real context in which language is useful and meaningful. Halliwell (2002) supports the idea of taking special advantage of the kid's nature instinct for playing and make fun of almost everything. She says that using for example guessing activities in which they try to simulate to have 'telepathic powers' in order to deduce what one of their partners is thinking their personalities emerge, woven into the language use, so they are actually making the language in their own, so in this way students are living the language though their sense of fun and play.

A game has many benefits toward language learning. It offers students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman, 1998). While playing games, the learners' attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people (Horwitz, Horwitz and Cope, 1986). In a game-oriented context, anxiety is reduced and speech fluency is generated-- thus communicative competence is achieved.

There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language

(Toth, 1995). Both of them can be applied in teaching to young learners. But, the teacher should keep in mind to avoid competition with preschool learners. It can be stressful and overwhelm them. Play games where everyone wins.

Vocabulary games used in the classroom are very effective and supportive activities in contributing to students' language skills and proficiency. Unfortunately, because of limitations of time and curriculum, teachers normally have to cover all the content and materials, which students will be tested on, and it is not always easy to incorporate games into the class. Nevertheless, it can be seen that games are very useful and can be used to develop students' language learning and also provide the students an opportunity to practice communication. Therefore, it is recommended that teachers try some games that may be useful to their students in order to enhance students' proficiency and help them meet their goals, and at least to try new things in teaching. Through well-planned games, learners can practice and internalize vocabulary. Playing and competition that are provided by games enhance the motivation of the students. They also reduce the stress in the classroom. While playing games, the learners' attention is on the message, not on the language. In a way, students acquire language unconsciously since their whole attention is engaged by the activity. Games provide favorable usages for extended communicative practice. They are motivating and challenging. They encourage students to interact and communicate. Through such activities students match the discourse with the context of the game. So these activities create a meaningful context for language use. The use of such activities both increases the cooperation and

competition in the classroom. Thus, potential classroom ideas come into being, and a successful, joyful and enthusiastic learning is provided.

2.3.1 Types of Games

According to Wright, Betteridge and Buckby's book (2006), game is divided according to their family type within each of the eight sections. The family name is always a verb. These verb summaries the most important way in which the learners are engaged in the game, for example, identify or create.

2.3.1.1 Care and Share

These games include all those games in which learner feel comfortable while sharing about the personal information with other people. These games relate more to invitation than to challenge because it compatible with notion of 'caring and sharing'. Example of games: Questions and questionnaire.
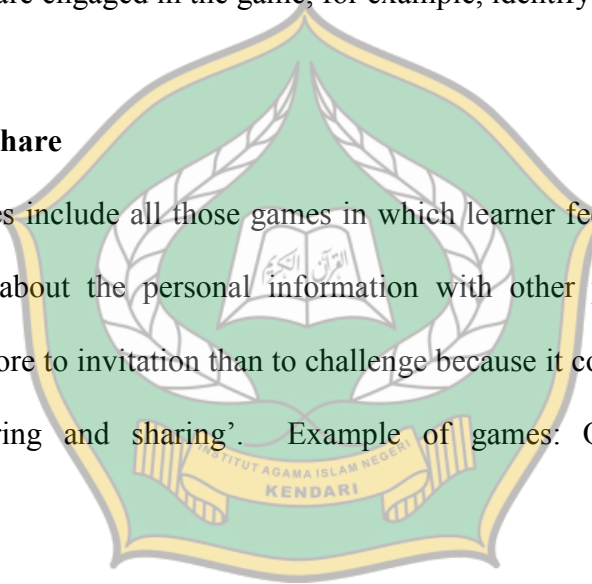
2.3.1.2 Do: Move, Mime, Draw, Obey

The learner is doing something in non-verbal way to response the text that they have read and see. This non-verbal way is for example drawing the word that they have read. Example of games: Charades, Listen and draw; Act out a story; Simon says.

2.3.1.3 Identify: Discriminate, Guess, Speculate

Learners are challenged to identify something which is difficult to identify or to hypothesize about something and then compared with the facts. Example of games: Repeat if it's true? What's wrong?; Which picture is it?;

2.3.1.4 Connect: Compare, Match, Group

Students is connecting, comparing, matching or grouping various items of information. It can be pictures or texts in objective or subjective way. Example of games: Find the differences.

2.3.1.5 Order

The learners are commanded to put various bits information in order by the quality of importance, or put into a developmental sequences pictures or texts subjectively or objectively. Example of games: Jumbled texts; Hangman; Word by word.

2.3.1.6 Remember

Students are challenged to remember something then communicate what they have remembered to other friend. Example of games: Pictionary, What were they wearing?; Can you remember the picture?; Memorize and draw; Pass the messages; Pictures the scene.
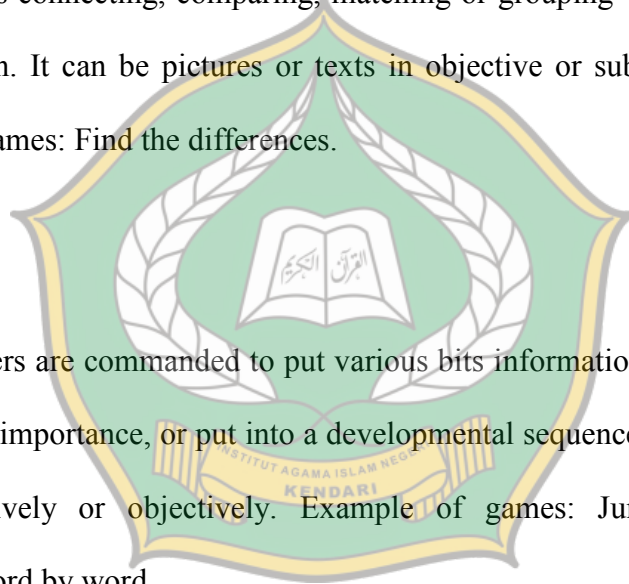
2.3.2 The Beneficial of Games in Teaching

In playing games, students are required to cooperate to achieve the goal and most learners enjoy the social and cooperation interaction (Yolageldili & Arikan, 2011). It is believed that when the cooperation and interaction are combined with fun, the successful learning is more possible to achieve. In addition, games also provide language teachers with many advantages when games are used in learning process. One of the advantages of games is that learner is motivated to learn the language when they are playing games.

Another benefit associated with games is that students' anxiety toward language learning decreases as games are employed. When learning, students feel frustrate because they think they should master foreign language that they will become too anxious to be punished by their teacher when they make a mistake. Games have big role to reduce their anxiety and improve their self-confidence because students will feel more free when they speak through playing games then only speak like pushing them (Deesri, 2002).

Children as young learners need an enjoyable technique in learning a new language in order to avoid their boredom. One of them is game. Children love games if their level of English, their age group, their needs are covered and also if they play it in a more cooperative way rather than a very strict competitive way which leaves many students frustrated after the game. Games offer children a fun-filled and relaxing learning atmosphere. There are many benefits of using games in learning vocabulary. However, games are fun and

they make the learning process closer to the acquisition process, which makes students learn in a more natural way. Games can encourage, entertain, teach, and promote fluency and communicative skills. It has high motivation because it is amusing and interesting. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account. In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms.

In addition, Celce-Murcia & McIntosh (1979: 54) argues that "in games, language use takes precedence over language practice, and in this sense games help bring the classroom to the real world, no matter how contrived they may be". By using game, it brings real-life situations to the classroom environments and it provides learners an opportunity to use target language in their daily life communication. Moreover, McCallum (1980) explains that there are a lot of beneficial of games in teaching. First, game can help students to give more their attention to the learning, especially on the grammatical pattern and the vocabulary which is used in games. Second, games can be as reinforcement, review and enrichment for students. Next, games involve equal participant from high and low proficiency students. Fourth, games help to create a meaningful context for language use. Moreover, games give an healthy competition and

provide an opportunity of creative use of language in non-stressful situation. The last, games can be used in any teaching situation and appropriate with all four macro skill area (reading, writing, speaking and listening).

2.3.3 When and Ways to Use Games

The language teachers must seriously consider when to use games, which of them to use and how to use them appropriately, purposefully and efficiently in order to meet both students' needs and lesson objectives (Khan, 1991). As Klimova (2015) states, games are traditionally used in the language class as warm-ups at the beginning of class, fill-ins when there is extra time near the end of class, or as an occasional bit of spice stirred into the curriculum to add variety. However, if games are seen as meaningful practice of language, they can be exploited as follow-ups of the presented teaching material for practicing and reinforcing the required skills or knowledge; or for revising and recycling already acquired skills or knowledge; or as a testing mechanism in order to discover students' weaknesses in their language proficiency.

Wright, Betteridge, & Buckby (2005) regard games central to a language teacher's repertoire and not just a way of paging the time. Hong (2002: 16) adds, 'the key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.' Nevertheless, if the game were a success, students must also possess relevant level of language proficiency and know the rules of the game in order to complete it. Furthermore, the teacher should consider students' learning styles, their willingness to cooperate and their current state of mind since they might

be tired and not in mood of playing any kind of game. The organization of any game-like activity places great demands on the teachers. They must prepare the content of the game, materials needed for its completion, clearly explain the rules of the game to students and set the time. The game can be introduced by the teachers in order to eliminate misunderstandings by doing these ways. Firstly, give explanation of the games to the student. Secondly, write the instruction on the board, so it can be read by the students. Thirdly, give demonstration of the games with the help of one or two students. Next, give a trial of the games and if the game understood by students, then teacher can start the game (Wright, Betteridge, & Buckby, 2006).

2.4 Overview of Young Learner

Scott and Ytreberg (1990) claims that young learners are divided into two levels: level one and level two. Age five to seven is categorized as level one young learner, while age eight until ten is categorized as level two young learners. In line with Scott and Ytreberg (1990), Ellis (2013) state that young learners are the students who are in primary school (6-10 years old) and also students who are in secondary school (11-14 years old). Meanwhile, according to Suyanto (2015), young learner is a term that is used to refer to children from their first year of formal schooling at 6 years old, or younger group, to when they are 12 years old, or older group. Interpretations differ but, legally, the term 'young learner' refers to any child under the age of 18 for whom there are welfare and duty of care requirements. This follows the United Nations

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Convention on the Rights of the Child (1990), which defines 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. 'Young learners', therefore, is a generic term that encompasses a wide range of learners who as a group share commonly accepted needs and rights as children but differ greatly as learners in terms of their physical, psychological, social, emotional, conceptual, and cognitive development, as well as their development of literacy. This table below will give the clear explanation of learners categories based on the age range (Ellis, 2013):

Table 1: Terms used to describe children in the ELT profession

Life Stage	Age Range	Terms commonly used in the ELT profession	Proposed terms aligned to those commonly used in educational systems
Pre-schooler (also reffered to as early years. Kindergarten)	2-5 years	Kids; little ones/people/learners; very young learners	Early years/primary
Primary school pupil	6-10/11 years	Kids; young learners; primary; juniors	Primary
Secondary school pupil	11-14	Kids; young learner; secondary; juniors	Lower secondary
Secondary school pupil	15-17	Young learner; seniors; late teenagers	Upper secondary
University/ Vocational students	18-25	Adults; young adults	University/ further education

Defining young learners is important since there are a lot of perceptions in classifying who they are. It is useful in order to know their characteristics more. Although the range is not too wide, they have different characteristics. Slattery and Jane (2001) stated that there are several categories which had by young learner. First is young learner is acquiring knowledge through hearing and experiencing. Second is young learner is learning through doing things. Third is young learners love to play, they learn well when they are enjoying. Next, they are not able to organize their learning. In addition, young learners have a short attention and concentration span and need variety. Young learners also comfortable with routines and enjoy repetition. Slattery and Jane (2001) adds young learner respond the language well through concrete things (visual things) rather than abstract thing. The last is young learners need physical movements and real activities to stimulate their thinking.

It can be seen that the term 'young learners' is too vague to be useful as it creates a tendency to refer to learners with a varying range of characteristics as if they form a homogenous group. The term can lead to confusion and 'sloppy' thinking and writing unless age groups are specified more narrowly and the needs and capacities of such learners are assessed more critically.

In teaching young learners, identifying their characteristics is very helpful to decide the way to teach them. Children love learning when it gets them to move because children cannot stay silent in their chair for a long time. Therefore, before teachers start to teach young learners, it is better to prepare some fun and enjoyable activities. Those activities can be indoor or outdoor,

can be noisy and have many movements such as sit, stand, or go around classroom. Children will find them more enjoyable and give motivation more to learn a foreign language (Wulanjani, 2016)

When teaching young learner, teachers should remember that their abstract thinking and logical memory are not enough developed yet (Rogińska, 2013). Therefore, there are a view thing should be considered for language teacher before teach young learners. First is teaching and learning need to be connected with concrete objects and situation that can be found by students' sight. When using objects in teaching, use some things can is real and accustom to students. Second is teaching should be organized on the basis of frequent repetition and revision of vocabulary. As said before, children feel comfortable with repetition because it helps them to be easier to learn the language.

The next thing is when repeating different word, it should be attractive and stimulating, for example by singing a song, short poems or through games. Moreover, changing activities which used in classroom is indispensable. More different activity that teacher used is nicer than only stay in one activity because children is easy to feel bored. Another thing to be considered is a wide diversity of method used for maintaining children's attention is necessary, for instance games, pictures, watching video, etc. Those language-based fun activity need to prevail over other forms of teaching. More important things in teaching young children is that teaching should involve more movement than just sit on one place.

Consequently, each age range of 'young learners' has its own specific requirements with regard to teaching methodology, course structure, materials, learning environment, and appropriately qualified teachers. Teaching a pre-literate four-year-old requires a very different set of specialized skills and teaching approaches to teaching a 14-year-old in order to create the optimal conditions that are conducive to learning.

Terms describing children of different ages throughout the ELT profession differ widely (see Table 1). These can cause misunderstandings and make it difficult for ELT professionals to communicate and share knowledge. The range of meanings for the term 'young learners' needs to be made clear to all stakeholders and the words of Enever and Moon (2010) who argue that 'More precise descriptors are needed today, to ensure that age-appropriate approaches to teaching and learning are fully developed'. Adopting a common terminology and using precise descriptors when referring to children at different stages in their lives will avoid over-generalizations, ensure clarity and consistency, and raise the global status of the 'young language learner' profession.