

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Teacher's Strategy in Teaching and Learning Process

An English teacher has an important role in creating active learning environment in which learners can participate their best ability in class. The teacher is responsible for providing understandable language (comprehensible input), using approaches and materials that add context to the language and to the production of language (Herrel & Jordan, 2004). To make the active environment, it is important for teacher to be informed by several teaching and learning strategies and try to master all of the strategies due to there is not strategy which is better than others. So, teacher has to use the variety strategies and make rational decision in performing the strategy in teaching and learning activity.

Applied to teaching, especially to young learners, the term 'strategy' refers to a plan and a series of activities used to facilitate a particular kind of learning (Davis: 1997). In line with Davis (1987), Lincoln (2006) defines it as goals directed and consciously controllable process that facilitates performance, DC-Educational Working Group Draft Document Teaching Methods/Strategies states that teaching strategy is ways of presenting instructional materials or conducting instructional activities. To strengthen the definition, O'Malley and chamot (1990) cited in Lessard (1997) define strategy as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Iskandar Wassid and Sunendar (2008) concluded that strategy in

teaching and learning process as a technique or style that teacher performs in teaching and learning process to give learners more chance in thinking and developing cognitive ability by using good language. In conclusion, strategy is a term that refers to a set of thoughts, ideas, perceptions, expectations, and experiences that provides general guidance for specific actions in pursuit of particular ends.

According to Brown (2001), strategies mean specific method of approaching a problem or task, modes of operation for achieving particular end, planned designs for controlling and manipulating certain information. They are contextually "battle plans" that might vary from moment to moment, day to day, or year to year. Strategy is very individual; each of us has a number of possible ways to solve a particular problem, and someone choose one or several for a given problem.

In order to give a clearer understanding about strategy, Brown gives certain specific definitions for each. An approach, according to Antony (cited in Brown: 2001), is a set of assumption dealing with the nature of language, learning, and teaching. Method is described as an overall plan for systematic presentation of language based upon a selected approach. Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in a harmony with an approach as well. In another part of the book, he stressed that teaching strategy, in essence, is a teacher techniques for capitalizing on the principles of successful teaching and learning. Based on aforementioned definitions, in short, it can be concluded that strategy is some means of organizing their efforts, some ways of conceptualizing the activity they initiate any successful purpose, in this research specifically to encourage young learner's participation.

## 2.1.2 Teaching Strategies Used in the Classroom

This section elaborates some teaching strategies that is used in classroom. There are three experts who proposed the strategies. They are Gebhard (2005), herrel (2004) and Xuerong (2012).

- Gebhard's notion

Jerry G. Gebhard suggested six strategies that can be used in the classroom. The first strategy is Teacher talk. As Nunan (2000) said that teacher talk is important in providing learners with the only substantial live target language input they are likely to receive. So, teachers are expected to use English selectively and purposefully in giving question, giving instruction, explaining, dictating and etc.

The second strategy is teacher's question. In teaching and learning process, teachers ask alot questions. Teachers are expected to have their own purposes in giving questions to the students. Beside the teacher's purpose in giving questioning, teacher are expected to consider the content of their questions.

This is the summary of the purposes of teachers' questions:

Types of questions	Purposes
1. Display Question	Teacher already knows the answer and wants the student to display knowledge ("what color is your shirt")
2. Referential Question	Teacher does not know the answer and wants to discover thing about the students. ("what is your favourite color")
3. Comprehension Check	Teacher wants to find out if a student understands ("do you understand?")

4. Confirmation Question	Teacher wants to verify what was said (“you said your favorite color is red?”)
5. Clarification Question	Teacher wants to clarify or further define (“did you say your favorite color is red?”)

Table 2.1: Purposes of Teachers’ Question

This is the summary of the Content of teachers’ Questions

Procedure	Questions that asked about procedural matters (“did you do your homework?”)
Study of language	Questions that asked about aspects of language (“what is the past tense of ‘eat’?”)
Study of object	Questions that asked about content (“what does the story tell us about?”)
Life-General	Questions that asked about the lives of groups of people (“how do Nigerians celebrate birthday?”)
Life-Personal	Questions that asked about the lives of individual (“how do you celebrate your birthday?”)

Table 2.2: Content of Teachers’ Questions

The third strategy is setting up classroom activity. To manage classroom and promote interactive classrooms, we also need how to arrange a variety of classroom activities. The aspect of setting up classroom activity is how we group students.

This is the ways in grouping the students:

- The teacher can Group students with the same characteristics or mix them. For example, shy students could be grouped together, or shy and outgoing students could be grouped.
- Teacher can group the students based on students Ability and Experience.
- Teacher can group the students by personality factors.
- And teacher can group students randomly in class.

The fourth strategy is Giving instruction. It is worth taking time to consider how we can make our instructions clear to the students and at the same time provide opportunities through the instructions for the students to interact in meaningful ways.

These are some ways in giving instructions:

- Writing down instructions and giving them verbally
- Giving instructions verbally and role-playing them; showing the students what they are to do
- Having a students to read the instructions, then having a student or two paraphrase these instructions to the class
- Writing down the instructions, letting the students read them silently, then having them tell you what it is you expect from them
- Givig instructions as a dictation, then having the students check each others' dictations
- Miming the instructions as students guess and tell you what they are supposed to do
- Whispering the instructions as students lean forward in their seat, having them repeat the instructions to the person next to them in a whisper.

The fifth strategy is keeping students on task. There are things we can do that aim at keeping students on task. The instruction can be important in keeping students on task, seating a reasonable time limit for students to accomplish the task could also keep them on task. The last strategy is making language comprehensible to students. As EFL teachers, we can also work at providing opportunities for meaningful interaction by making language comprehensible to the students. If the language used by teachers is not

comprehensible, students can lose interest, become anxious or frustrated, and sometimes go into passive.

- Adrienne L. Herrel and Michael Jordan Notion

Herrel and Jordan also proposed some strategies that can be used in classroom. The first strategy is predictable routines and signals. Predictable routines and signals in the classroom are among the easiest strategies to implement and yet are extremely important in reducing the anxiety of English language learners (Krashen, 1982 cited in Herrel and Jordan, 2004). Because English language learners do not always understand everything that is said in the classroom, having set patterns, routines and signals helps them relax and not worry as much about being able to follow the sequence of events and activities during the school days.

The second strategy is preview and review. Preview/review (Lessow-Hurley, 1990 cited in Herrel and Jordan, 2004) is a teaching strategy usually associated with bilingual classroom where a teacher or instructional aide gives a preview of the lesson in the student's home language. This strategy can be adapted by using realia, visuals, gestures, and vocabulary instruction as a part of preview. The third strategy is visual scaffolding. Visual scaffolding is an approach in which the language used in instruction is made more understandable by the display of drawings or photographs that allow students to hear English words and connect them to the visual images being displayed.

The fourth strategy is small group and partners. This strategy is aimed to build interactions among students to enhance instruction. There are three ways; skills grouping,

partner work, peer tutoring. The last strategy is scripting. Scripting (Lozanov, 1982 cited in Herrel and Jordan, 2004) is a strategy that prepares English language learners with sample language interactions or situational dialogues appropriate for upcoming event. To use scripting, teacher must be able to identify or create opportunities for verbal interaction and engage students in verbal play and role-play so that the students understand the situation which the script is appropriate and practice delivery of the basic script as well as several possible alternate responses to ensure communication.

- Fan Xuerong notion

Fan Xuerong proposed teaching strategy in four aspects: interaction management, questioning, teacher's feedback and error treatments. In the first aspect, interaction management, Xuerong categorize three strategies: code, emotional, and managing strategies. Managing strategy helps students to create more opportunities to speak at class. The teacher should design more problem-solving tasks, pair or group work, and etc. emotional strategy can help to create a good atmosphere in the classroom to improve classroom interaction.

In the second aspect, there are Question-planning strategies and controlling strategies. Question-planning strategy is a strategy that teacher used in planning before giving the question to the students. Teacher are expected to consider what the purpose of the question, the content of the question, the types of the questions, and etc. Controlling strategy is a strategy used by teacher in controlling while giving question to the students.

In the third aspect, Xuerong classified feedback into three: negative, neglecting, and positive. Negative means teacher gives feedback by criticizing the students' incorrect

answer. Neglecting means teacher gives feedback by responding the students' answer in a non-evaluative manner. And the last is positive, it means teacher gives feedback in a good manner such as praising the students' answer, modifying the idea by paraphrasing, and etc. and the last aspect, there are criticizing, interrupting, probing, redirecting, neglecting, repeating with changes and self-repair.

## 2.2 Encouraging Young Learners

A common problem for EFL teachers is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher. This is especially true when a teacher seeks interaction in a teacher-class dialog, such as asking questions to the class as a whole, expecting at least one student to respond. This can be a frustrating experience for both. Obviously, there will be times when no student can answer a teacher's question, but often students do not answer even if they understand the question, know the answer, and are able to produce the answer. Furthermore, students can often be very reluctant to give feedback or ask the teacher a question in front of the class.

The teacher asked a few questions which drew no response or reaction from the students. The students then had to answer some questions about the exercises in their book. Most of the students seemed to have little trouble doing this, and if there were any questions, they readily asked the student sitting next to them. The students did so because of some reasons. First, they were afraid of making grammatical mistakes and of misspelling words. Second, they were shy to be corrected for the wrongs or to be made a mock of other students. And last, they were bored with the teaching activities. These problems had to be noted and solved by the teacher. The teachers' understanding of students' problems and knowing on how to control the problems may help improving



students' interests to participate in the classroom interaction (Johnson, 1995; Defrioka, 2009).

Classroom interaction is generally classified into two talks (Flanders, 1970; Counihan 1998). The first is talk by the teacher to encourage student participation, to ask questions about content to students, to give explanation or information, to give directions or orders, and to justify students. Another is talk by students to answer questions both from the teacher or other students, to give information or ideas, and to make questions to the teacher or other students. Both are fundamentals in developing students' EFL learning; however, maximizing students talk can lead the higher probability in developing their EFL skills (Ellis, 1990; Arends, 2001; Van Lier, 2001). To encourage students' talk, the EFL teachers have to limit their talk, give students more chances or equal opportunities to speak in the class, and pay attention to introverted students by applying various classroom activities (Defrioka, 2009).

Many classroom activities can be employed in the EFL classroom. But appropriate ones may potentially increase students' talk, such as: information gap activities (Hess, 2001; Raptou, 2002), partial texts and jigsaw stories (Basturkmen, 1994), class discussion (Leng Hui, 2004), reading discussion (Kieltyka, 2005), student presentation (Pollard, 2002), and so on. These will lead to positive outcomes if the classroom atmosphere is conducive in which students can feel free to do the tasks (Lewis & Hill, 1998; Richards & Renandya, 2002) and can do the tasks with teaching materials as their needs (Hutchinson & Waters, 1987; Munby, 1991). In short, appropriate teaching activities and authentic teaching materials can support students' interest to learn and to participate during the EFL or ESP classroom interaction.

## 2.3 Teaching English to Young Learners

### 2.3.1 Characteristic of Young Learners

With regards to their characteristics, in general, children are unique in such a way that they have their own world, different from adults'. Musthafa (2003) points out main characteristics of children: (1) having short attention span; (2) hands on experience; (3) learning through physical activities, and (4) here and now principle. Children learn through physical activities, it means that children explore their world or environment by experiencing it through their senses and they are actively giving meanings to whatever they are experiencing. Because children have short attention span, children can not concentrate on one activity if it is not attracting their interest anymore. The last is that children through what they see, hear, touch, and smell at the moment. In other words they focus on concrete activities.

Someone may start learning English at different stages of their primary education or even before they are at school. In some contexts, children start learning English in kindergarten at the age of five or seven. Pinter (2006) defines young learner covers from the age of five to fourteen. Brown (2001) reveals that young learners are children at range of age four to thirteen. In another hand, Cameron (2001) defines young learners as children between five and twelve years of age. It can be concluded that young learners are students between five to fourteen years.

According to Cameron (2001), young learners have certain characters that must be taken into teacher's consideration. They are active, curious, easily bored, and unique.

In addition, Pinter (2006) states that young learners are unique. They change quickly, and develop new skills and abilities in spurts. Pinter also provides detail different characteristics of younger learners and older learners among children.

In language learning, Halliwell (2006) proposes six characteristics of children as young language learners, they are:

- Children have the ability to grasp meaning

Children have the ability to make sense of what is happening in a situation (Moon, 2000). In doing this, they are primarily helped by intonation, gestures, facial expressions, actions, and circumstances that come along the unknown words and phrases.

- Children use their limited language resources creatively

In their development, children start with making a little language, but excel at making the best of it. They are creative with grammatical forms and concepts. They actively try to experiment and work out the rule of the language in their heads, though they may not be aware of doing this (Moon, 2000).

- Children have the capacity for indirect learning

Children's capacity in indirect learning is enormous. Children are not focusing themselves in what the teacher is teaching them. Instead, they are interested in noticing something else out of the corner of their eyes. In general, it is probably true that at primary level the children's capacity for conscious learning of forms and grammatical patterns is still relatively undeveloped. Fisher (1991) asserts that children learn best when

they make their own choice. It supports the fact that all children bring with them an enormous instinct for indirect learning.

- Children have instinct for play and fun

Children have enormous capacity for finding and making fun. Whatever they do, most of the time, they will make it into fun. Children like to play games. Playing games is fun for children, and it is a vital and natural part of growing up and learning. Through games, children experiment, discover, and interact with their environment (Lewis & Bedson, 2000).

- Children have a great capacity of imagination

Besides playing, children also love to make use of their imagination (Slattery & Willis, 2001). In the primary school, children are busy making sense of the world around them. They make their own version of the real life through fantasy and imagination. The role of imagination in children's lives provides another powerful stimulus for real language use.

- Children have instinct for interaction and talk

Children are active individuals. They make interaction, not only with people but also with objects around them. Children like talking very much. This is how they make sense of the world. We learn language as an interactive process that takes place in a social context (Fisher, 1991), and children are good at making use of the process to take it as a part of their learning. That is why they need to talk.

The important point that must be taken into account is, teaching young learners would be different with teaching adult learner. There is no better one of them. The key point would be the teachers' role dealing with their different characteristics. The teacher must be very creative to promote and create activities in order to encourage their participation through some effective strategies.

### 2.3.2. Learning Theories

Based on young learners' characteristics as described earlier above, it is important to discuss the learning theories. There are many theories related to the children learn, particularly learning a foreign language. The research lists three theories related to children's ways of learning; Behaviorism, Constructivism, and Multiple Intelligences.

Behaviorism is listed into the learning theories related to the children's ways of learning because this approach focuses on the reinforcement of behavior through repetition and rewards (Paul, 2003). This is important because the approach emphasizes that children learn easier if the materials are presented repeatedly and the children are given positive rewards.

Constructivism is also listed in this section because many experts in teaching English to young learners (TEYL) believe that this approach is relevant with the TEYL. This approach focuses on the child as an individual who is active in making sense of the world. And, the last theory that is discussed in this section is Multiple Intelligences. It is an approach that is quite popular in language teaching. This theory believes that children can be intelligent in different ways. It means that it is important to recognize each child's

characteristics to find out their intelligence so that the teaching and learning can be successful.

### 2.3.3 Principles in Teaching English to Young Learners

Teaching English to young learners is not the same as teaching adults (Brown, 2001) because it has something to do with helping young learners to achieve the goals and objectives deemed to be important by society in ways that are consistent with sound psychological principles of childhood (Jaromilek and Foster, 1989).

Huddleston (1991) states the basic principles of children learning and language learning. The first principle is children in primary or elementary setting generally learn by doing (Piaget, 1955 in Brown, 2001). It means that children learn through hands-on experiences and through manipulation of objects in the environment. This also means that children in language classes need to be active rather than passive; they need to be engaged in activities of which language is a part; they need to be working on meaningful tasks and use language to accomplish these tasks.

Second principle, children learn in social context, in groups where some group members know more than others. This principle suggests that children need not only hands-on or direct experiences but also experiences where they are interacting with and learning from others, both adults and other children.

The third, language acquisition occurs through learners figuring out how the language works, through learners making and testing out hypotheses about the language. This means that it stresses the importance in giving learner opportunity of practicing the target language (Swain, 1985 in Nunan 1988). Therefore, learners need opportunities to

use and to experiment with the new language. Mistakes are natural and inevitable part of language learning. The last principle, language acquisition occurs through social interaction, through having to use the language with others in authentic communication.

Sinaga (in Sadtono, 1997: 173) also suggests some principles of teaching English to Elementary School Students: (1) teach one thing at a time; it means children are able to deal with one thing at a time without much difficulty; (2) activities should vary; (3) lessons should be interesting and (4) lesson recycle.

From those principles that are listed above, it means that in teaching English to Young Learners, the Teacher should do the following: (1) use real objects in giving the meanings of new English words (Djamarah and Zain, 2002); (2) motivate students to be active in learning English (Brown, 2001); (3) need to interact with the students in English relate directly to activities in which students are engaged (Brown, 2001), and (4) provide the students using their English in real-life situations (Brown, 2001).

#### 2.4 Learner's participation

Learners participation is defined as learners' involvement in learning activity, such as giving opinions, answering questions, making comments, joining discussions, etc. this is line with Green (2008) he found the definition of participation through how learners and teachers view class participation in an English Language Teaching program.

The following is the definition of learners classroom participation by Green (2008).

*“students answer coincided in defining class participation as the act of being involved in the class. This involvement was construed by the students in two ways: an active intervention by providing either spontaneous or unsolicited contributions, such as giving opinions, answering questions, making comments, talking about topic, participating in group discussions, reading and asking questions. And a second type of involvement consisting*

*in showing interest, following classes with attention, and listening to others. In this way, according to the students' view a dialogue or interaction is established between students and teachers which can help to "make" the class. The teachers who answered the questions on how class participation could be defined also highlighted the aspect of students involvement in class activity by interacting freely with classmates and with the teachers"*

Harries stated that the term "participation" refers to a process where students are being actively involved in processes or activities. It is widely recognized that participation is a process rather than an event, and that it involves varying degrees of young learners' involvement. According to Petress (2006), Class participation is composed of both its quantity and its quality dimensions. Quantitatively, it is desirable that all students be given the opportunity to participate by asking questions, offering examples when called for, and supply evidence of personal awareness of concepts to class discussion. While the quality class participation requires some interaction frequency, there are numerous well-known classroom behaviours that detract from effective classroom management and student learning. Means that we can identify children's participation through their interaction.

The level of participation of students can be seen from the students' learning behaviors as represented in Bloom's Taxonomy. According to Anderson and Kartwohl (2001), there are three domains of students' learning behaviors. The domains are cognitive, affective and psychomotor domain.

Cognitive domain is a behavioral brain. Based on Suherdi (2008), the cognitive domain known as behavioral brain, it is because this domain involving brain activities such as recalling as the lowest ability and evaluate as the highest ability. There are six levels of cognitive domain; namely recalling (C1), comprehending (C2), applying (C3),



analyzing (C4), synthesizing (C5) and evaluating (C6). Recalling is retrieving knowledge from long-term memory. Clark (1999) added that recalling is defined as recall data or information from memory such as telling fact, term, principles or formulas in a given situation. Comprehending is students' thinking ability to understand of languages or materials which have learned. Students are able to interpret and organize materials to their own language. Applying is students' ability to use theory. Analyzing is students' ability to identify the relation between each elements. Synthesizing is students' ability to combine elements logically into a pattern. And Evaluating is students' ability to make judgements based on criteria and standards.

Affective domain is the students' behavior in receiving something which is communicated to them then it becomes part of him. The affective domain is based on Suherdi's (2008) theory. It is usually associated with values, norms, rules of behavior, etc. there are five levels of affective domain, namely receiving (A1), responding (A2), valuing (A3), Organization (A4) and Characterization (A5). At A1 levels, the students are aware of phenomenon that stimulate them to pay attention to the stimulation. At the next level, A2, Students are involve and participate actively towards the stimulus given. At the A3, students have to provide certain value that they are received. After they gave value, then they organized the values into a structure values they had. At this A4 level the students conceptualize the value. And at the last level students integrate and assign a value to be an integral part of them.

Psychomotor domain indicates terms of skills and proficiency students to demonstrate an activity or action. There are four levels of psychomotor domain, namely imitating (P1), manipulating (P2), articulating (P3) and naturalizing (P4). In the P1,

students try to imitate an activity that being taught. At the P2, students are able to demonstrate a skill that being taught. At the P3, students begun to coordinate the actions. At the last level, students are able to do the activity naturally.

Sholihah and Yusuf (2009) categorized recalling (C1), comprehending (C2), receiving (A1), responding (A2) and imitating (P1) as the low level learning behavior of the students' participation. Meanwhile, the rest of the forms are the high level of the students' learning behavior.

Moore (1989) proposed students participation into three types of learning interaction as follows:

- Learner-Content Interaction

It defines as interaction between learner and the content or subject of the study. It is the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind. Moore (1989) stressed there will be no education without this interaction since it is intellectually interacting process that can change learners understanding. This type of interaction can be identified when learners talk to themselves about the information or ideas they encounter from the text, television program, lecture, or elsewhere.

- Learner-Teacher Interaction

This type of interaction is defined as interaction-regarded as essential by many educators, and as highly desirable by many learners is interaction between learner and

expert or teacher who prepared the subject material, or some other expert acting as instructor. In this interaction, what instruction or teacher do is important as an attempt to achieve aims. First having planned or been given a curriculum, a program of content to be taught, they seek to stimulate or maintain the students' interest in what is to be taught, to motivate the student to learn , to enhance and maintain the learners' interest, including self-direction and self-motivation.then the teacher make presentation or cause them to be made. Next, teachers try to organize students' application of what is being demonstrate. Teacher organize evaluation to ascertain if learners are making progress and to help deciding whether to change the startegies. Finally, the teacher provide counsel, support, and encouragement to each learners. The frequency and intensity of the teacher's influence on learners when there is learner-teacher interaction is much greater than when there is only learner-content interaction.

- Learner-Learner Interaction

The last type of interaction is defined as interaction between one learner to the other learner. Moore believes that this type of interaction is valuable and essential since this would be a great chance for learners to function their knowledge. In line with moore (1989), Brown (2001) stressed that through interaction, students can increase their language store as they listen or read the authentic linguistic material, or even the output of their fellow learners in discussion, joint problem solving tasks. In interaction, learners can use all the possess of the language, all they have learned in the real life.

In similar Moore, Malamah and Thomas also proposed the types of classroom interaction. Based on his notion, Classroom interaction is divided into seven : (1) teacher speaking to the whole class; (2) teacher speaking to an individual student with the rest of

the class as hearers; (3) teacher speaking to a group of students; (4) student speaking to teacher; (5) student speaking to student; (6) student speaking to group members; (7) student speaking to whole class.

#### 2.4.1 The Importance of Learner's Participation

Vygotsky believes that much learning takes place when children active. He stressed the importance of children's interaction with teacher and peers in advancing children's knowledge. He refers to the assistance a teacher or peer offers a child as scaffolding. It means that adults and peers can help children to reach a new concept or skill by giving supporting information through interaction. The more active the learners to interact with people and environment, the more knowledge they can reach. It means that the participation of the learners in interaction is very importance.

Considering the importance of learners' participation, Bonwell, C.C and Eison, J.A (1991) proposes active learning. They define active learning places learner to be actively involved. Within this context, it is proposed that strategies promoting active learning be as instructional activities involving learners in doing things and thinking about what they are doing things and thinking about what they are doing. Based on the belief that young learner build or construct their knowledge of the world, they are "active learners".

In line with Bonwell and Eison (1991), Brown (2001) proposed the similar learning approach, that is interactive learning. Palletier (2000) suggest that teachers must understand and use a variety of instructional strategies to encourage learners' development of critical thinking, problem solving, and performance skills. Teachers also

must use an understanding of individual and group motivation and behaviour to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

## 2.5 Studies on Teachers' Strategies to Encourage Young Learner's Participation

There are many strategies can be applied to encourage learner's participation. The previous study by Steinert and Snell (1999) entitled Interactive lecturing: Strategies in Increasing Participation in Large Group Presentation which held at Medicine Faculty of McGill University at Canada found that there are some strategies which are considered as successful way to increase students' participation. They are breaking the class into smaller group, Questioning the audience, Using the audience responses, The use of clinical classes, The use of written maerial, organizing debates, reaction panels, and guests, using stimulations and role plays, using film and videotape, audiovisual, Using effective presentation skills.

Another previous study by Tsou W in 2005 at National University of Tainan entitled Improving Speaking Skill through Interaction in Oral Classroom Participation found that there are some effective strategies which are regarded as good ways to improve students' oral participation. They are giving verbal motivation, using small group discussion, giving instructions, using videotape as audiovisual media, inviting guests, using role play, asking question to promote interaction.

There was another study by FAN Xuerong that concern on excelent English teachers' classroom strategies. The study classified teaching strategies into four aspects; interaction management, questioning, teachers' feedback, and error treatment. He divided

interaction management aspect into three strategies; code, emotional strategies and managerial strategies. In questioning strategies, he also divided into two; questions-planning strategies and controlling strategies. For teachers' feedback strategies, he divided it into three; negative, neglecting and positive. The last aspect, he divided it into seven; criticizing, interrupting, probing, redirecting, neglecting, repeating with changes and self-repair.

## 2.6 Theoretical Framework

To encourage learners' participation, especially young learners who have different characteristics in teaching learning activity. Teachers should concern what theories that relate to their students characteristics, namely behaviorism, constructivism and multiple intelligence. Teachers should adopt some effective teaching strategies while they are teaching the young learners based on the learning theories that are related to the students' characteristics. There is no best strategies at all, so teachers should know and understand the characteristics of teaching strategies. In details, brown (2001) mentions some characteristics of strategies which are regarded as good ways to encourage young learners' participation. First, strategies deal with feelings covers non threatening way, accepting, discussing, referring o, or communicating understanding of past, present, or future feelings of students. Dealing with encourages or praises, they cover praising, complimenting, and telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that

answers are correct. Dealing with uses ideas of students, they cover clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions. Dealing with presentation, they cover asking question, giving information, giving direction, criticizing students' behavior or responses. In addition, there are some principles in applying certain strategies to gain learners' participation which can meet young learners' characteristic as suggested by Cameron (2001). Those principles involve putting children actively to construct meaning, providing space for children language growth, carrying cues or media to show meaning, maximizing social interactions, having students to learn what they experience. In line with Fan Xuerong, he proposed teaching strategy in four aspects: interaction management, questioning, teacher's feedback and error treatments.

It can be concluded that teachers' strategies to encourage young learner's participation refer to strategies which successfully help learners to be involved actively in learning process. The indicator to know whether the strategies are successful or not to gain learners' participation lies on the learner's participation in terms of three interaction that proposed by Moon: Learner-Content interaction, Learner-Teacher Interaction and Learner-Learner Interaction. Teachers' strategies to encourage young learners' participation can be considered effective when the learners being involved in interaction. On the other hand, the strategies can be considered as ineffective one when they fail to get learners' participation through interaction. In this study, teachers' strategies to encourage young learners participation are categorized into five aspects: questioning strategies, group/teamwork strategies, teacher's feedback strategies, providing interesting teaching aids strategies, and presenting interesting teaching activities strategies.

