Role Of Teaching Materials On English For Young Learners

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Abstract: Teaching and learning materials are one of the most crucial elements that must be available in order to carry out teaching and learning activities. Teachers create materials because they are always trying to match resources with what their pupils need. They accomplish this by selecting, revising, and adding materials as they organize their classes. They also assess their materials as they go along based on how their students are responding. In this study, the development of EYL teaching and learning tools is discussed. This study falls under the category of document research, commonly known as library research. When conducting research in a library, the information is acquired from a variety of sources, including "books, journals, newspapers, government records, biographical sources, movies, reference books, almanacs, individuals, specialists, archives, the internet, etc. The theoretical underpinnings of the idea of learning materials, particularly for young learners, are explored in this article.

Keywords:Young learners, teaching materials, teaching

Abstrak: Bahan belajar mengajar merupakan salah satu unsur yang sangat penting yang harus tersedia dalam rangka melaksanakan kegiatan belajar mengajar. Guru menciptakan materi karena mereka selalu berusaha mencocokkan sumber daya dengan apa yang dibutuhkan siswa. Mereka melakukannya dengan memilih, merevisi, dan menambahkan materi saat mereka mengatur kelas mereka. Mereka juga menilai materi mereka seiring berjalannya waktu berdasarkan bagaimana tanggapan siswa mereka. Dalam penelitian ini, pengembangan perangkat belajar mengajar EYL dibahas. Penelitian ini termasuk dalam kategori penelitian dokumen atau biasa dikenal dengan penelitian kepustakaan. Ketika melakukan penelitian di perpustakaan, informasi diperoleh dari berbagai sumber, termasuk "buku, jurnal, surat kabar, catatan pemerintah, sumber biografi, film, buku referensi, almanak, individu, pakar, arsip, internet, dll. dasar-dasar teoretis dari gagasan bahan pembelajaran, khususnya untuk pelajar muda, dieksplorasi dalam artikel ini.

Kata kunci: Pelajar usia dini, bahan ajar, mengajar.

BACKGROUND

In elementary school, teaching English to young students differs from teaching it to adults. For this reason, primary school English teachers must understand and put into practice language theory. Managing language classrooms and instructing young students. Additionally, in order to effectively use the many strategies, methods, and techniques for teaching and learning the language, English teachers must be able to develop resources. In order for young learners to develop effectively, education essentially seeks to stimulate all facets of child

development, including their physical, intellectual, social, emotional, and language growth. Each element of a child's development has an impact on the others.

The need for English use in various contexts is determined by English exposure. ESL YLs require resources linked to Cognitive Academic Language Proficiency (CALP), whereas EFL YLs require materials related to Basic Interpersonal Communication Skills (BICS). The materials used for Early Years Language are also influenced by a learner's level of proficiency or cognitive development. This is tied to the teachers, since NS and NNS English teachers would require different kinds of materials from their students. It has to do with the teacher's ability to teach and develop the EYL curriculum. The phrase "suitable materials" thus frequently refers to things that are not only "child-friendly" but also have the ability to support or undermine the initial efforts of teachers who, in some way.

It is important to compare the manufactured products to the raw materials that are currently available. In order to determine the degree of appropriateness and the relevance of the contents to engage and capture the attention of young learners, some trials are required in this approach. What relevance does this have to the query "Why are materials important in language teaching?"Allwright (1990) contends in his study that instructional materials should serve as a guide for lesson plans and learning activities, teach students how to learn, and provide teachers with justification for their choices.

This article seeks to provide teachers with intelligent methods for selecting learning materials that are appropriate for their students' requirements, level of difficulty, and any intended learning objectives. The definition of English teaching materials, its principles and methodology, its characteristics, and its final remarks are all included in this essay.

THEORETICAL STUDY

According to Sarah Phillips' book, "young learners" are defined as youngsters between the ages of five and six who have just begun formal schooling and eleven and twelve. The primary students are the younger ones. Young learners are defined as those who are between the ages of five and twelve. Children who are in primary or elementary school are considered young learners in the educational systems.

Brown (1995) defined material as any systematic description of the activities and instructional approaches to be used in a classroom setting. Materials include well-organized methods to make teaching and evaluating easier for teachers. Teaching resources are designed

to aid in student learning, offer teachers a variety of options for carrying out instruction, and make learning activities more engaging.

Language materials, according to Tomlinson (2012), are any tools that can be utilized to hasten language learning. Textbooks, movies, graded readers, flashcards, games, and websites are a few examples. Materials can be used to teach language learners a variety of things, including the target language, to help them speak it, to give them first-hand experience of the language in use, to elicit their use of the language, and to help them learn the language. The processes utilized to create and/or use language learning resources, such as evaluation, adaptation, design, exploitation, and research, are therefore referred to as materials development.

Cakir (2015) divides educational resources into three categories. The first is traditional materials, which include textbooks, workbooks, charts, flashcards, teacher-made materials, and other materials. The second category consists of audiovisual equipment including computers, video players, audio players, projectors, etc. The third category consists of materials that are based on information and communication technologies (ICT), including interactive whiteboards (IWB), materials for mobile assisted language learning (MALL), tablets, computers, podcasts, smart phones, and the Internet.

METHOD

Document research, also referred to as library research, is the category under which this work falls. Information is obtained through interviews or observation in qualitative research (Creswell, 2012). In addition, he makes it clear that document research is a branch of qualitative inquiry that collects information from "public and private" documents. A study conducted by the Elmer E. Rasmuson Library in 2017 gathered information from a range of sources, including "books, periodicals, newspapers, government documents, biographical sources, videos, reference books, almanacs, people or experts, archives, the internet, etc."

RESULT AND DISCUSSION

1. Definition EYL

EYL stands for English for Young Learners. EYL kids attend elementary school and range in age from 6 to 12. Separated into two categories are the younger group (6–8 years old) and the older group (9–12 years old). The younger students are in grades one, two, and three, while the older students are in grades four, five, and six. Young learners are defined as those who are only between the ages of 5 and 11 by Scott and Ytreberg. Slattery and Willis divide students into two categories: very young (under 7) and young (over 7)

students. According to the aforementioned definitions, a student who starts studying English at the age of seven is considered a young learner.

Young learners are defined as youngsters between the ages of five and twelve by McKay (2006). Young language learners, according to McKay (2006), are kids who pick up a language before or during their six years of formal schooling. Young learners in the context of educational systems refer to children in preschool, kindergarten, primary school, and middle school. According to Lightbown and Spada in Cameron (2001), students of different ages will have diverse needs, interests, competence, and cognitive skills.

According to Broughton, et al. (2003), the benefits of learning English at a young age are described as follows: Young children have time to learn through play-like activities. -Young children are still utilizing their unique, innate language learning mechanisms to acquire their native language. They soon discover that they can also use these tactics to learn English. They learn a language by engaging in a shared activity with an adult; -Young children have more time to integrate English into their everyday activities. Programs at schools are frequently unstructured, and kids' minds aren't yet overloaded with information that needs to be retained and examined; Young children are more likely to have better pronunciation and a better sense of the language and culture if they acquire language rather than intentionally learning it. Children should therefore be given some educational resources that are in line with their personalities and nature. The demand from students.Young learners are divided into two groups; those aged five to seven are in the first level, and those aged eight to ten are included in the second level, which belongs to the novice category as this is when the majority of them start learning foreign languages.

2. The Characteristics Of Young Learners

Teachers need to be aware of the following qualities since young learners differ from adults in these ways. A child learns and plays best when they are involved in enjoyable activities, curious according to Perry, B.D. , active and mobile according to Halliwell, 1992, able to understand meaning according to Halliwell, 1992, have their own imaginative world according to Halliwell, 1992, and the last one is be able to grasp concepts, according to Halliwell (1992; Slattery & Willis, 2001; Scott & Ytreberg, 2004). Speaking a lot, being inventive with a small vocabulary and grammar, getting easily sidetracked, concentrating more on the "here and now," being adept at imitating things, and having the capacity to learn indirectly are all characteristics of talkative people (Halliwell, 1992).

In addition, McKay (2006) three traits that distinguish young learners from adults. The first area of development for young kids is in their cognitive, social, emotional, and physical skills. These developmental aspects must be taken into account because they could impact a person's motivation and capacity for concentration in a certain situation. Second, young pupils gain literacy skills and information when they pick up a second language. They must simultaneously improve their literacy in their first language in order for it to transfer to the second language. Adults are an exception to this norm since, when they start learning a new language, they are already competent readers and writers. Third, since they are more prone to error and criticism, young pupils must pay attentive attention.

In conclusion, there are a few differences between young learners and grownups. Young learners take things up quickly, yet they are frequently bored and have short attention spans. A teacher must therefore be familiar with the traits of young children. Facilitating the way they teach and learn will be very beneficial.

3. **Teaching English to Young Learners**

Teaching is becoming a more sophisticated profession, and the only people who can advance language instruction in schools are teachers. With action research as a tool, teachers are able to develop their professional learning through systematic investigation as opposed to by replication of disconnected teaching tip-offs. Teachers are in the position of being able to make use of their own educational contexts to generate ideas for change and improvement they identify as important. Teachers will start to comprehend what actually occurs in their classrooms through action research (Carr and Kemmis, 1986). As a teacher, you must monitor students, observe classroom interactions, and experiment with various effective teaching methods, therefore action research can be seen as a natural component of the teaching process (Burnaford, Fisher, and Hobson, 2000).

More than just language skills are taught when teaching English to young students. To be able to adapt into the setting in the classroom, the pupils need to develop a number of traits. Young learners absorb information from their surroundings through making use of what they already have and interacting with others (Suyanto, 2007). As a result, English teachers should establish dynamic learning environments and devise methods to improve learning. It is necessary to prepare lessons that take into account the EYLs' holistic needs rather than simply teaching them the language components in isolation in order to carry out EYL classes for the purpose of catering to EYLs' experience of language acquisition naturally as a skill meditating their ability to live (Sehan, 2018). According to Harmer (2007), EYL teachers should be aware that EYLs prefer exploratory activities to which they

may respond imaginatively and that they are able to participate effectively in puzzle-like tasks, constructing things, drawing things, sports, physical activities, or music. Accordingly, Shin (2006) put up eleven suggestions for teaching EYL, including:1) Utilizing pictures, reality, and movement;2) including students in the creation of images and reality (as teaching tools); 3) switching between activities;4) teaching topics; 5) using tales and concepts that students are familiar with; 6) establishing English-language classroom routines; 7) utilizing L1 as necessary; 8) include group assistants; 9) working with other teachers at school; and 10) interacting with other TEYL experts. In order to give EYLs the chance to learn English by incorporating it into various learning settings, these concepts are developed with the premise of supporting theme-based teaching and learning, which focuses on activities tied together (Cameron, 2005). Consequently, when it is applied to the teaching-learning process, the concept should have meaning.

Furthermore, Harmer (2007) claimed that educators of early learners should take time to understand how their pupils function. Teachers need to be able to recognize their students' present interests in order to motivate them to study English. A teacher can make the way they instruct and educate their students more interesting for the students by using practical resources to encourage them to learn the subject matter.

The qualities of young learners should be taken into account by teachers while teaching and learning languages, according to Scott and Ytreberg (1990). They enjoy engaging in physical learning activities, and they learn best when they are having fun. Although they have a quick attention span and a positive outlook on learning, they are readily distracted by external stimuli. Taking into account these ideas, teachers should provide their language instruction in a fun learning environment to make teaching English to young learners more engaging and pleasurable. The chores should be manageable for them to complete and should be easy enough for them to grasp what is expected of them.

Additionally, Colker (2012) recommended that teachers exhibit a sense of humor to engage kids. Not only should humor be used in educational activities or instructor behavior, but also in the materials themselves. Then, teaching young learners while they play becomes a brilliant notion because everything kids do should be enjoyable.

4. Definition Of English Teaching Materials

Teaching materials use media to accomplish their objectives. According to Suharsini, the key element of the teaching process is the teaching materials (MISHANILA, Nurhasanah, & Nafiah, 2019).

According to Tomlinson (2012), language materials are any tools that can be used to speed up language acquisition. Examples include text books, films, graded readers, flashcards, games, and websites. Materials can serve a variety of purposes for language learners, including educating them about the target language, assisting them in speaking it, giving them firsthand experience of the language in use, eliciting their use of the language, and assisting them in making discoveries about the language. As a result, the process of creating and/or using resources for language learning is referred to as materials development. This process includes the evaluation, adaptation, design, exploitation, and study of the materials. According to Tomlinson (2012), these processes should work together when developing language-learning materials.

The existence of instructional materials is crucial to the learning process because they serve as intermediates between the ambiguous material offered and the student. The efficient use of time during the implementation of learning is also impacted by the usage of teaching materials (Lasmiyati & Hatta, 2014). Teachers can create learning media in the form of lesson plans as one method of doing this. To generate effective and efficient learning, it is necessary to develop teaching materials for the learning process (Lukman & Ishartiwi, 2014).

Numerous studies have established the crucial functions that materials play in the teaching and learning process since they serve as the framework for the lessons that teachers and students carry out (Thomlinson, 2003; Zhang, 2018). Materials are referred to as teaching aids in Ghosn's (2019) definition of materials, which includes coursebooks and any supplemental materials including workbooks, flashcards, posters, cassettes, CD-ROMs, films, dictionaries, worksheets, and extra materials.

5. Important Guidelines For Creating Effective Learning Resources for Young Learners

One of the most important factors for teachers while instructing young students in English is the availability of top-notch instructional materials. If young students are provided resources that are appropriate for their age, the teaching and learning process will be efficient and relevant. In order to expand their students' knowledge and meet their needs, teachers must be aware of what their pupils already know. This is significant because if the

learning material satisfies the needs of young learners, they will remain motivated to learn for a while.

According to McCloskey (2014), there are eight guidelines that teachers should follow when teaching English to young learners. Giving students interesting, active roles in the learning process is just one of them. Others include helping students learn and use language through collaboration, using multi-dimensional, thematically organized activities, providing comprehensible input with scaffolding, using a proactive approach to vocabulary learning, integrating language with content, validating and integrating home languages and cultures, and setting clear goals and providing performance feedback to students.. The information that is presented to young students should also reflect their level of cognitive growth (Cox cited in Nicholls, 2002).

The following are fundamental guidelines for developing products that will help young students learn a foreign language.

a. Young students are extremely inquisitive and like looking at everything, from the concrete to the abstract. As a result, educators of young students should be able to give them access to resources that satisfy their natural curiosity through appropriate activities, such as playing in the sand or water, going to a zoo, or creating with toy bricks. Additionally, teachers must give students the chance to interact with others and exchange ideas (Pinter, 2006). Introduce well-known concepts first, such as colors, numbers, cards, greetings, fruits, vegetables, families, body parts, shapes, clothing. Furthermore, weather conditions, days of the week, and well-known words and phrases.

b. Young learners make sense of their experiences on their own. They gain knowledge through practical applications and through the manipulation of environment-based items. As a result, effective educators must give students the tools they need to engage in learning activities that inspire young learners to gather information from a range of sources. Young learners must participate in language-related activities; they must work on important tasks and use language to complete them.

c. Young learners enjoy talking about themselves and are receptive to learning that centers on them and their personal experiences in the classroom. Giving them content that is already familiar to them is something to think about doing in order to effectively demonstrate language acquisition. The appropriate items that can be used are, for

instance, a topic about friends, family, objects in the home, playground objects, food, fruit, etc.

d. Young students concentrate on the context situation that is happening right now. Teachers shouldn't assign texts that go beyond the context of the present moment. To put it another way, a teacher can use classroom resources that young students can see firsthand and help them make sense of new experiences by connecting them to what they already know. In particular, a teacher could use the color of the classroom's walls, tables, chairs, and other items to educate about color.

e. Young children are easily bored and have short attention spans. As a result, teachers must be adaptable enough to move on to the next activity when they see that their students are becoming disinterested. They should also provide a range of teaching methods and resources, such as games, watching, mimicking, listening, doing physical activity, performing, and so forth. Select activities that will work with the kids' erratic attention spans.

6. Designing English Teaching Materials For Young Learners

The development of English teaching materials for young learners should be based on their linguistic and cognitive development. According to Christie (2003), there are three stages in the design of English teaching materials): First, prepare by choosing instructional materials that will be used in natural and organized contexts for language learning and use (for younger children) and other contexts for promoting language (for older children). Secondly, holding a workshop to address unique requirements and promote a balanced approach to instruction. Third, conducting an examination to find out what young students already know and are capable of.

The topic under consideration of the learning materials must be significant to how kids use language. In order to put it a different way, teachers should increase their student's possibilities to study and use language in the English classroom. Teachers can give students the authentic materials they require in order to increase language use in English classes by filling their needs. The ability to help young learners become familiar with the target language is a benefit of introducing authentic resources early on in the language acquisition process (Field in Mousavi & Iravani, 2012).

Furthermore, Musthafa (2010) outlines the prerequisites for successful English instruction for young students. They are listed below:

a. To provide kids a good amount of exposure to the language, English should be used constantly.

b. The English classroom should be equipped with a print-rich environment.

c. EYL teachers should employ teaching-learning tactics that are activity-based, such TPR, games, and projects.

d. To keep the students' interest in the English courses high, teachers should employ a variety of strategies for brief periods of time.

e. In order to improve their students' vocabulary and to immediately meet their communicative needs, teachers should put a strong emphasis on functional English.

f. Teachers should repeat lectures frequently to ensure that students are acquiring vocabulary and idioms in English.

g. The instructors must have a good command of English & have the ability to act as a role model for the learners they teach

No one has ever learned a foreign language successfully without having a need or an excitement for doing so, thus it is crucial that materials for young learners encourage them to want to study the language. According to Arnold & Brown in Garton, Sue & Copland (2019), this can only be accomplished if the language-learning experience is good and joyful and contributes to the learners' increased confidence and self-esteem.

CONCLUSION AND SUGGESTION

It is clear from the discussion above that a teacher must be knowledgeable about how to teach English to young students, as well as creative and knowledgeable about the learners—in this case, young students—because teaching English to young students is considerably different from teaching English to older students. Therefore, the instructor should at least take into account three factors: the YL teaching style, the YL characteristics. In accordance with the lesson plans drawn up after consulting books and the internet, the teacher delivers instructional materials. In this instance, the instructor has a stronger influence in supplying information from online resources than from books in order to cater to the needs and aptitudes of the young students being taught.

However, English teachers must be aware of not only their students' growth in terms of language ability in general but also their backgrounds and preferences, particularly the students' traits, in order to meet the goals of English teaching and learning in elementary school. They may then instruct appropriately because they are employed by a certain elementary school. In other words, educators must consider the backgrounds and goals of their pupils when planning lessons. Due to the teachers' ability to create resources and teach their students naturally based on a social and economic context, the students (children) acquire English through acquisition rather than learning. Most experts agree that the foundation of the teaching and learning process is the caliber of the instructional materials.

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