

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reveals needs analysis, English spelling, designing learning material, syllabus, characteristics of young learner and learning materials of spelling for young learners. The explanations of these parts are presented below.

#### **2.1. Needs Analysis**

Needs analysis is the procedure used to collect information about learners' needs (Richards, 2001). Needs analysis is a tool for decision making in education and decision can be varied for some particulars (McKillip, 1987). Other, said that need analysis is refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students. There are four categories of people may become involved in a need analysis; the target group, the audience, the needs analysts, and the resource group (Brown, 1995).

It's an important thing to do while conducted a needs analysis is determining the purpose, in order to ensure the information they need is obtained and the needs analysis will have the impact it is designed to have. Next is determining the target, it refers to the people whom the information will be collected. The target could be anyone depending on whether they can provide information useful in meeting the purposes of needs analysis. Then, decided the needs analyst or who will administer the needs analysis and

collect and analyze the results. Last, but not least, is decided the procedure, a variety of procedures can be used in conducting needs analysis and kind of information obtained is depend on the type of procedure selected (Richards, 2001).

There are two types of information in needs analysis, First, Objective needs are the needs that provide very clearly foundation, observable data about the situation, the language that student must acquire, and students' proficiency skills. Second, subjective needs are generally difficult to determine, because it deals with students' wants, desires, and expectation (Brindley, 1984 in Brown, 1995). Subjective needs are same with target needs defined by Hutchinson & Alan-Walters, They divided the target situation into three terms; necessities, lacks and wants. Necessity is the type of need determined by the demands of the target situations; what the learner has to know in order to function effectively in the target situation. Lacks is the gap between the target proficiency and the learners existing proficiency. Wants is also called the need of the learner from the learners' point of view (Hutchinson, Alan-Walters, 1987).

Needs are not things that exist and already provide in the street, but the things that constructed, the center of conceptual networks, and the product of a number choices, needs are depends on the judgment and reflects the interest of those making judgment, teacher, learners, employers, parents and other stakeholder may thus have different views of needs (Porcher, 1977 in Richard, 2001).

There are several steps in approach concerning the needs analysis need to be considered; 1) purposes of needs analysis, 2) nature of needs, 3) needs analysis procedures, and 4) Making use of the information obtained (Richards, 2001)

### **2.1.1. Purposes of needs analysis**

Deciding the purpose is the first step that should be doing. There are several purposes to choose; 1) to find out what language skills a learner needs in purpose to perform a particular role, 2) to help determine if an existing course adequately addresses the needs of potential students, 3) to determine which students from a group are most in need of training in particular language skills, 4) to identify a change of direction that people in a reference group feel is important, 5) to identify gap between what students are able to do and what they need to be able to do, 6) to collect information about particular problem learners are experiencing (Richards, 2001).

In addition, Richards, Platt and Weber (1985 cited in Brown 1995) suggest that a needs assessment seeks information on; the situation in which language will be used and the objectives and purposes for which the language is needed.

A case in EFL context showed that students may have not immediate perceptions of needs but curriculum planners will generally have consulted employees, parents, teachers and others to find out what knowledge of English they expect high school graduates to achieve. Their needs have been decided

for them by those concerned. Thus, the needs analysis includes the study of perceived and present needs as well as potential and unrecognized needs (Richards, 2001).

### **2.1.2. Nature of Needs**

Needs are often refers to wants, desires, demands, expectation, motivation, lacks, constraints and requirements (Brindley, 1984 in Richards, 2001). However, needs are often described in terms of a linguistic deficiency means that describing the difference between what learner can currently do in a language and what the learner should be able to do (Richards, 2001). This notion suggests that needs have to be identified and analyzed.

### **2.1.3. Needs Analysis Procedure**

Due to the incomplete and partial of the source of information, a triangular approach is desirable (Richards, 2001). Triangular approach is collecting information from the two or more sources. While the procedure for collecting information during a need analysis can conducted as follows; 1) questionnaire, 2) interviews, 3) observation, 4) analysis of available information and 5) case study. Brown (1995) sees that the questionnaire, interviews and observation as an instruments while case study is a procedure.

Firstly, Questionnaires are the most common instruments used in analyzing needs analysis. They are relatively easy to

prepare, they can be used in a huge amounts of subjects and the result is easy to analyze. They also can be used to elicit the information about different issues. Secondly, interviews. Interviews allow for the deeper exploration of issues rather than questionnaire. They take a longer to conduct and only feasible for smaller groups. Thirdly, observation is conducted to see the learners' behavior in a target situation. Fourthly, an analysis of available information is normally the first step in a needs analysis because there are very few problems in language teaching that have not been written about or analyzed. Fifthly, with a case study, a single students or a selected group of students is followed through a relevant work or educational experience in order to determine the characteristics of that situation. It provides very rich information that may complement information obtained from other sources.

#### **2.1.4 Making Use of the Information Obtained**

The result of the needs analysis will consist of information taken from several different sources and summarized in the form of ranked lists of different kinds. The list of the needs analysis provides little useful information about the precise results of needs analysis. But, Richards (2001) stated that the result would still be impressionistic. However, the result still needs to be interpreted before it becomes the lists.

## 2.2. Perception Theories

Perception is the process by which individuals organize and interpret their impressions in order to give meaning to their social (Langton, Robbins and Judge, 2010). Besides, Demuth (2013) said perception is the study of the cognition. The study of perception is important because the world as it is behaviorally important (Langton, Judge, and Robbins 2010).

Perception is being studied in order to get the better understand how people make relationship about events and we see the reality through the interpretation about what we see and we can call it as reality (Langton, Robbins and Judge, 2010). Furthermore, for Demuth (2013) the world is mainly the world of perceptions, images or ideas so, to study the world means to study perceptions and ideas we created. Thus, when we want to study something, first we should know where, when and how to meet and learn it. But that's inadequate. John Locke (in Démuth, 2013) and the entire epistemological tradition following him were convinced that if we can find the answer to the question about sources and procedures of cognition, we will be able to relevantly answer the questions about its legitimacy, validity, nature and limits.

There are two ways in processing perception; the bottom up processing and top down processing (Démuth, 2013). In the bottom

up processing, the system takes in individual elements of the stimulus and then combines them into a unified perception. The characteristic of bottom-up theories of perception is the final perception is influenced by the content and quality of sensory input while in top-down processing, sensory information is interpreted in light of existing knowledge, concepts, ideas, and expectations, and occurred as someone interpret the words and sentences constructed by the bottom-up process. Démuth (2013) notes that the central of this approach is that in order to process sensory stimulus, one needs to have prior experience or knowledge, or other influences which help them to organize and form cognitive contents. The result of this study can be functioned as a useful reference and a parameter in analyzing the students' need.

## **2.3 English syllabus**

### **2.3.1 Definition of syllabus**

Syllabus is more localized and based on accounts and records of what actually happens at die classroom level as teachers and learners apply a give curriculum to their own situation (Nunan, 1988). It means that syllabus is the developing result of the given curriculum from government. The accounts can be used to make modification to the curriculum, so that the developmental is ongoing and cyclical. An effective syllabus is contains a number of

important elements, but the central core is the course objectives, since it is the attainment of these that determines the extent to which students realize the aims of the course. Attaining them is the measure of effective teaching. (Woolcock, 2005).

### **2.3.2 Step of designing syllabus**

First instance we can look at curriculum planning, that is at decision making, in relation to identifying learners' needs and purposes, second, establishing goals and objectives, third, selecting and grading content fourth, organizing appropriate learning arrangements and learner groupings, last, selecting, adapting, or developing appropriate materials, learning tasks, and assessment and evaluation tools (Nunan, 1988). From those steps show us that the syllabus design has to identifying learners' needs after that establishing the objectives then, selecting content, after that, organizing appropriate materials, learning tasks and evaluation tools. With those, the designer can create the appropriate syllabus for the learners, in other words, the syllabus should follows the learners' needs.



## 2.4 English Spelling

### 2.4.1 Definition of Spelling

In English, there are about half a million words. However, English only has 26 letters and 44 sounds, there are many words are not spelt the way they sound (Boston, 1998). That's why the young learners need English spelling to write the words. In fact, Indonesia has different way to spell words with English, and the fourth graders are feeling that they need to learn about English spelling. the non-native speaker will be difficult to learn English language, even the elementary students in America have to learn spelling word concerning the inconsistency (Barbara, 1982).

English spelling is the meaning way to explain to the learners about how to write words. The English spelling is a tract which integrates phonetic and morphemic patterns to produce meaning in writing, by understanding the phonetic patterns will enables the writers to spell the words (Boston, 1998). Also, English spelling involves the use of Roman or Latin alphabet as it is currently established for English and also English spelling can be a guide though correct pronunciation is the key to live communication (Upward & Davidson, 2011). Moreover, spelling is a multifaceted process to require the mastery of many skills

involving the ability to recognize, recall, obtain orally and write (Graham & Miller, 1979).

#### **2.4.2 Developmental stages of spelling**

There are five stages of spelling development, First, pre-communicative spelling, in this stage children are usually write randomly inappropriate letters to write down word. Second, semi-phonetic spellers, in this stage, students start knowing about sound of the letters and type of telegraphic writing. Third, Phonetic spellers, this stage provide the learners all of the phonemes in a word. Fourth, transitional spellers, this stage the children are start showing a visual memory of spelling patterns and words. Fifth, conventional spellers, over years children develop they start correctly spell the words (Gentry, 1985). For the fourth graders, they are on the phonetic spellers and transitional spellers stages, mostly in phonetic speller stage. In phonetic speller, they are more aware of sound and symbol relationships, they have some sight words, and represent all essential sound features of a word.

#### **2.4.3 Difficulties of spelling**

The difficulties which learners experience are divided into six terms, they are, doubling sound which makes no phonic sense, words which have doubled consonant based on the rule but they

fail to double, the words that have unpredictable short, vowels and non-doubled consonant, the unpredictable doubled medial and final words, the convention words of usually not doubling a 'V' and always decorating a final 'V' with an "e", and some words which double their final consonants on predictable patterns. But, only 17 words serve a useful purpose (Bell, 2011). Those difficulties of the learners experience give a conclusion that English words has variety way to write, pronoun, and spell that make some difficulties for the learners.

## **2.5 Definition of Supplementary Learning Materials**

### **2.5.1 Format of Supplementary Learning Materials**

In designing learning materials, there are 7 points that should be involved in learning materials (Format), learning materials should support and be consistent with local curriculum outcomes, learning materials should be develop competent authors, learning materials should be appropriate with the students' needs, learning materials should social value, physical format, and appearance suitable for the students, learning materials should be one of media presentation modes, and also learning materials should equal quality to the other available materials. (Island, 2008). Moreover, English spelling materials should meet the specific learning materials which is requires the initial presentation of

words in a list or column (Fitzsimmons and Loomer, 1977) and it should be contain at least sixteen words for a week (Wolfe, 1959). In designing or developing learning materials those formats should be applied to make the learning materials approved in society.

### **2.5.2 Steps of Designing Supplementary Learning Materials**

To design learning materials, there are 10 steps in designing learning materials, first, designer should identification the problem and needs, second, analysis of the resistance patterns/KAP, third identification needs and motivating factors, fourth, setting the objective, fifth, selecting the topics, sixth, selecting the format, seventh, arrange the content and scripting visual, eighth editing the design, ninth testing the materials, last, revision the materials (Ranjit, 2002).

## **2.6 Characteristics of Young Learners**

Young learners usually give well respond to the activities that focus on their lives and experiences, and also the teachers should know that young learner don't just focus on what is being taught but also taking information and learn from whatever is going around the young learners (Harmer, 2007). The young learners or children can easily understand concrete words rather than abstract words, the word like pencil, pen, and dog. Those

words are can be demonstrate by using flashcards, action, body language, etc (Llach & Gomez, 2007). They have incredible energy to learn very quickly, everything is new to them, and they are active learners (McIlvain, 2005). In the age of 7 to 12, the young learners, they are begin to learn from read and write in their first language also they are begin to develop as thinkers, they also can works in team and learn from the team (Slatterly & Willis, 2001).

## **2.7 Learning Materials of Spelling for Young Learner**

To teach English for young learners the teacher may be use variety of leaning materials including games, songs, and puzzles (Harmer, 2007). The teachers are also can use the stories or the familiar context to teach the young learners (Shin, 2006). Teachers can use those varieties such as, games, songs, and stories to make young learners more interesting with the materials.

### **2.7.1 Song**

The using of the songs in learning process is to incorporate the young learners into English lesson as good practice for teaching pronunciation, vocabulary, grammar, and all four skills (Shin, 2006). In learning spelling, pronunciation, and vocabulary are important to be taught, and through song, the fourth graders students can learn much easier.

### **2.7.2 Games**

Game could be a structured activity with set rules for play in which two or more students interact to reach clearly designated instructional objectives (Brown, 1977). A majority of people believe that games can be effective, engaging, and have place in learning (van Eck, 2006). The use of the game it precisely fun and engagement, and the coming together of and serious learning and interactive entertainment into a newly emerging and highly exciting medium (Prensky, 2001).

### **2.7.3 Story**

When teaching English, the young learner can be invited to many activities, songs and stories that build on students' knowledge. It can help them scaffold their learning of new language with the using of common themes for young learners such as animals, friends, and family or some unit around a story-book (Shin, 2006).