

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reveals needs analysis, theory of perceptions, designing learning material, syllabus, reading skills, characteristics of young learner and learning materials of reading 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 the pertinent approach in planning the educational programs (Stufflebeam et al, 1985 in Richards, 2001). For Brown (1995), need analysis 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.

According to Brown (1995), many of the needs that are initially perceived as important may not turn out to be so. As a result, Brown (1995) suggests that the need analyst should narrow the scope of the investigation base on the three dichotomies proposed as follow:

Firstly, situation needs versus language needs, situation needs concerns in the human aspects while the language needs is information about the target linguistic behavior that learners must primarily acquire. Secondly, objective versus subjective needs, objectives needs are those needs determined by observable data gathered about the situation, the learners, the language should be required by the learners, while the subjective needs is the wants, desire and expectations (Brindley, 1984 in Brown, 1995). Thirdly, linguistic content versus learning processes. Linguistic content position tends to favor needs analyzed objectively from a language needs perspective and spelled out the linguistic terms; phoneme, morpheme, discourse markers while the learning processes position leans toward needs specified from a situation needs in the affective domain such as motivation and self-esteem.

In addition, the kinds of needs are also separated by Hutchinson and Waters (1989) into two categories; the target needs and learning needs. Target needs are the learner needs to do in the target situation while the learning needs are what the learner to do in order to learn. 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.

Learning needs is show *how* the learners learn the language item needed in the target situation. In other words, the learning needs is the route to get into the target situation. Hutchinson and Waters (1989) proposed a framework for analyzing learning need through the specific questions; 1) why are the learners taking the course?, 2) how do the learners learn?, 3) what resources are available?, 4) who are the learners?, 5) where will the course take place and 6) when will the course take place. In addition, learning need requires to be interpreted in order to produce an integrated series of teaching learning experiences, whose the primary aim is to lead the learners to a particular state of knowledge.

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**

The first step in conducting a needs analysis is deciding the purpose. There are several purposes proposed by Richards (2001); 1) to find out what language skills a learner needs in order 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.

In the term of learning English as a second language there are numerous purpose for the needs analysis; 1) to determine what English language skills are necessary to enable students to participate in all school and community activities in English, 2) to find out what preliteracy and literacy skills the students possess, 3) to determine the characteristics of the students. In addition, Richards, Platt and Weber (1985 cited in Brown 1955) 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 found by Richard (2001) 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.

### **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). For Richards (2001), 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. 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 environment (Langton, Robbins and Judge, 2010). For Demuth (2013), perception is the study of the cognition. The study of perception is important because the world as it is perceived is the world that is behaviorally important (Langton, Robbins and Judge, 2010).

Perception is being studied in order to get the better understand how people make attributions about events and we see the reality through the interpretation about what we see and we can call it reality (Langton, Robbins and Judge, 2010). Furthermore, for Demuth (2013) to study the world means to study perceptions and ideas we created and the world is mainly the world of perceptions, images or ideas. Thus, when we want to study something, first we should know where, when and how to meet and learn it. But that is not enough. John Locke (in Démuth, 2013) and the entire epistemological tradition following him was 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 Designing Learning Materials**

Designing learning material is the complex things because teachers have many considerations. Howard and Major described there are six key factors that teachers need to take into account when designing learning materials for their students. The initial factor and the most important one is the learners. Teachers have to know their learner well to connect the learner with the learning material so it becomes relevant, interesting, motivating and especially, meeting individual specific needs.

The second consideration is resources and facilities, teachers have to pay attention to the resource and facilities limitations in designing materials. Clearly,



teachers need to be realistic in terms of material design and production within the limitations of resource and facilities availability.

The third consideration is personal confidence and competence. This is the factor that will determine an individual teachers' willingness to embark on materials development. Teachers' level of teaching experience, creativity and artistic skill are the huge influence at this consideration.

The fourth consideration is copyright compliance. Howard and Major stated that it is the less exciting thing but still included in the important factor to be considered. Teachers need to be aware of the restrictions that copyright laws place on the copying of authentic materials, published materials and materials downloaded from the internet for use in the classroom. This thing becomes important when creating course materials that will be used by large number of classes over time.

The fifth consideration is time. It is the important thing to make things in class manageable. Block (1991 as cited in Howard and Major) suggests that to minimize time-problem in the class, teachers have to share materials with other teachers, working in a team to take turns to design and produce materials and organizing central storage so materials are available to everyone.

The sixth consideration is curriculum and the context. This is the significant impact on decisions about learning materials. Teachers in every country are

bound by a required curriculum, defining the content, skills and values to be taught. It is the teachers' responsibility to ensure that the goals and objectives of the curriculum principal are included in the designed materials.

Concerning the curriculum and the context, Indonesia has its own criteria in designing learning materials for the learning process, according to Permendikbud No. 65 (2013) the learning materials should promote higher order thinking skills; remembering, understanding, applying, analyzing, evaluating and creating. Moreover, the learning material should well-collaborate with basic competency, learning process, learning indicator, assessment, and learning resource as the learning experience.

In developing the reading material, it should contain the reading instruction material and short reading passage. Some studies reported the strategy instruction is effective. Tomlinson (2013) added the guided practice will help the students learn necessary skills and strategies.

In order to emphasize comprehension Wallace (2001, in Tomlinson 2013) described the needed of the post-reading test. Tomlinson (2013) proposed that should be lot of learning activities and techniques to nurture learners' reading ability. The objective of these learning activities and techniques are to check, facilitate and ensure the students read the text.

Pre-reading activities are believed to be the effective way in nurturing the reading comprehension. The vocabulary pre-reading activity is one of the ways in

achieving the reading comprehension. Because of its popularity, reading sections often start with vocabulary activities related to the texts.

To help the students ease the difficulty of the text, they need to translate the print words into a speech. Adams (1994 in Tomlinson 2013) explained that the text should be read left to right, line by line and word by word. That's why there should be the activities of reading aloud in the material.

Tomlinson proposed several principle for teaching reading materials; first there should be an engaging affect in the reading materials, because in the absence of interesting texts, very little is possible (Williams, 1986 in Tomlinson 2013). Tomlinson (2013) agreed that the text should be given far more weight in reading pedagogy and materials production. He proposed that the text should be useful, interesting, engaging, involving, important and relevant to the students' lives.

Secondly, listening to a text before reading helps decrease linguistic demands and encourages learners to focus on meaning. This statement supports the previous theory that the students have to transfer the print words into a speech. Reading requires learners to decode visual stimuli, chunk semantic and semantic units. Extract meaning from the text and integrate it with their relevant memories in order to create the overall meaning of the text.

Thirdly, reading comprehension means creating multidimensional mental representation in the readers' mind. The text should spark off all sorts of reaction in readers' mind. It should make the readers feel the text so they can visions its

color, size, appearance, texture and smell. If possible, the reading text should make the readers feel some sort of the emotion going inside the story.

Fourthly is the materials should help learners experience the text first before they draw attention to its language. Tomlinson (2013) believed the reading materials should offer activities that help the learners focus on the content of the text and achieve personal experience of it through multidimensional representation.

### **2.3.1 Supplementary Materials**

Supplementary material is the material which should be supplemented the primary information presented, but not to be a central. (Ian cited in Laue 2010).

## **2.4. Syllabus**

Nunan (1987) found some confusion over the terms ‘syllabus’ and ‘curriculum’ within the literature. In his book, Nunan gave clear line about the differences between curriculum and syllabus. Curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation and the role relationships of teachers and learners (Candl1984 a cited in Nunan, 1987). Syllabuses on the other hand, are more localized and are based on accounts and records of what actually happens at die classroom level as teachers and learners apply given curriculum to their own situation (Nunan, 1987).

Syllabus is usually assumed is that part of the curriculum but not vice versa (Dubin & Olshtain, 1986 cited in Krahnke, 1987). Syllabus is more specific and more concrete than curriculum, and a curriculum may contain a number of syllabi (Krahnke, 1987). For instance, a curriculum may cover an entire school year, while a language teaching syllabus may make up only one part of the curriculum. Any syllabus is most typically *a plan of what is to be achieved* through our teaching and students' learning; it can also define as a shareable plan, which opens to inspection and evaluation (Brumfit, 1984).

The syllabus purposes to specify the content of the lessons used to move the learners toward the goals (Krahnke, 1987). The syllabus offers a 'route map' to its users which have the potential to provide overall continuity and also particular points of reference. It can indicate where we are going, where we are, and where we have been (Brumfit, 1984).

Designing syllabus involves selection, focus, subdivision, and sequencing (Brumfit, 1984). Before we select the content of the syllabus it is important to define the target language and the needs. Analyzing of students needs is important to identify the gap between what students are able to do and what they need to be able to do, it also function to collect information about a particular problem learners are experiencing (Richards, 2001). The more specific we define them; the content will be further subdivided and sequenced. Subdivision is the breaking down of subject matter into manageable units containing and entailing smaller

units. Sequencing on the other hand, involves marking out of subject matter along the path of the development.

Similar to Brumfit (1984), Nunan (1987) explained that in order to design the syllabus, the syllabus designers have to start with analyze the language, information of the learner and beliefs about the learning process itself. He gave the clear description to the key question in relation to those three steps; relation to a linguistic perspective: 'what linguistic elements should be taught' from a learner perspective: 'what does the learner want to do with the language?' finally from a learning perspective: 'what activities will stimulate or promote language acquisition?'

According to permendikbud (2013), syllabus is the reference of making and developing the learning framework for the subject material. Syllabus has to include the subject identity, school identity, Kompetensi inti (KI), Kompetensi dasar (KD), theme, main material, learning process, assessment, time allocation and learning resource. Syllabus is developed base on Standar Kompetensi Lulusan and Standar Isi for basic and intermediate education agrees with the learning process pattern in every particular year.

Teachers may follow the predesigned syllabus, but they also inevitably interprets and reconstructs that syllabus so that it becomes possible to implement it in his or her classroom (Brumfit, 1984). Brumfit sees that classroom is the

meeting place or point of interaction between students and teacher which will generate the *real* syllabus or syllabus in action.

## **2.5. Reading Skills**

Listening is the main source of language when students start to learn a language, the printed one is the second source, but as students become better in their foreign language, they start to make the printed words as the main source of expanding and strengthening the language (Scott and Ytreberg, 2007).

Reading is included in the receptive skills. Receptive skills are the ways in which people extract meaning from the discourse he see or hear (Harmer, 2007). In extracting meaning of the discourse, people need their pre-existing knowledge (Cook, 1989 cited in Harmer, 2007). Such knowledge is well known as schema. When people are stimulated by particular words, discourse patterns, or context, such schematic knowledge is activated and people are able to recognize what they see or hear because it fits into patterns that they already know (Harmer, 2007).

There are clear distinctions in the analysis of reading; top-down and bottom up (Harmer, 2007). Top-down processing the reader gets a general view of the reading passage by absorbing overall picture. This allows the schemata construct the expectations of what they are going across. On the other hand, bottom-up processing the reader on individual words and phrases and achieves understanding by stringing detailed elements together to build up a whole.

In their book, Scott and Ytreberg (2007) described the approaches in reading for YL. The approaches of reading in their version fall into four categories; phonics, look and say, and language experience approach. Phonics approach is based on letters and sound, teachers teach the students about the letters of alphabet, combination of letters, phonically- as they are actually pronounced. Although phonics can become very complicated, it can be very useful way into reading for those learners who are not familiar with the new alphabet. Secondly, look and say, this approach based on words and phrases. In this category students start to read the phrase one by one. Thirdly, whole sentence reading, teachers teach recognition of whole phrases and sentences which have meaning in them. Lastly, language experience approach, this approach to reading based on the child's spoken language. Despite all of those approaches, Scott and Ytreberg (2007) prefer the approach which concentrates on meaning from the beginning and those approaches may use at some stage in the process of learning to read.

To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading (Harmer, 2007). Harmer pointed out that it is not enough to tell students to 'read a lot'; teachers need to offer them programme which includes appropriate materials, guidance, tasks and facilities such as permanent or portable libraries of books. In extensive reading, teachers should provide the interesting material to keep students engage. He described the teacher should be the organizer, observer feedback organizer and prompter.



## **2.6. The Characteristics of Young Learner**

Young learners are 7 to 12 years old children (Slatterly and Willis, 2001). Ersöz (2007) argued young learners are 7 to 9 years old. According to Scott and Ytreberg (2004) young learner is the stage for children at age 8 to 10 years old. Young learners are developing world of knowledge (Ersöz, 2007), they can construct their knowledge by him/herself. They also called as the active learner and thinker (Piaget, 1970). Vygotsky (1962) on the other hand, has the different view about constructing knowledge from Piaget. He argued that children is not an alone learner, they don't construct the language by themselves; they learn and construct knowledge from other people which means children learn through social interaction.

YL tend to work well in groups. They can begin a more systematic approach to language learning, but they continue to need firsthand, concrete experiences as a starting point and to benefit from learning that is rooted in context (Pearson, 2009). The need of the first hand for YL makes them need scaffolding in their learning. Scaffolding involves giving students support at the beginning of a lesson and then gradually turning over responsibility to the students to operate on their own. The good scaffolding will lead into children into the competent learner (Cameron, 2001).

YL generally display enthusiasm for learning and curiosity about world around them, while they emerging their curiosity they can learn indirectly, they can take in information prompt from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught (Harmer, 2007). Similar to Cameron (2001), YL bring to language learning their curiosity and eagerness to make sense of the world. They will tackle the most demanding tasks with enthusiasm and willingness. Despite of having the enthusiasm for learning and curiosity, YL also tend to have low span interaction (Harmer, 2007; Ersöz, 2007; Scott and Ytreberg, 2004).

As a result, teachers need wide range activities to keep the YL engage in the learning (Harmer, 2007). Shin (2006) suggested that the activities in the language learning should be fun and engaging. The learning must involve the visual, realia and movement, make YL involve in making them. Since YL need to learn contextually with the concrete experience (Pearson, 2009), this is the effective way to teach YL and keep them engage in language learning.

## **2.7. Reading Materials for Young Learner**

### **2.7.1 Songs**

The successful acquisition of reading in early childhood depends on a solid background in oral language skills. Oral language is an interactive and social process and music is a natural way for children to experience rich language in a

pleasurable way (Woodal and Ziembroski, 2012). Song can help students enhanced their reading skill because it motivating and engaging (Bollinger, 2010).

Bollinger (2010) described how songs can enhance students reading ability in the four areas of reading instruction. Firstly, phonemic awareness, many alliteration and rhyme contain in one song. As children listen to it, they recognize individual sounds within a word and notice the same sounds in different words.

Secondly, phonics, as they familiar with a song, they start to know how to read the words in English. Thirdly, fluency, repetition is required to achieve reading fluency, and music makes repeated practice enjoyable. In here, children are able to experiment with grammatical rules and rhyming through song. Moreover, songs also discourage speed reading.

Lastly, vocabulary or comprehension, lively oral language experiences are provided by many songs. Children who repeatedly hear higher-level vocabulary laced within simple melodies, will have their vocabulary increase. As we know, vocabulary is one of the key to comprehend English text. By knowing a lot of word meaning, children may comprehend the English text well.

Blodget (2000) suggests there are several requirements in selecting songs for students; first, each song should have one primary and several secondary vocabulary themes appropriate. Second, there should be at least, 90% of the grammar and vocabulary should be on or slightly above the level because songs

are pedagogically problematic if they are out of the taught context grammatically or thematically. Third, song also has to contain some repetition of structure, because it can be the great jumping off point for patterned writing/parallel sentences.

Forth, there should be pervasive and consistent use on only one verb tense and inserted one new grammar but still serve as a trigger for writing lesson. Fifth, the song must be agreeable to listen to. Means the song must be something that students will respond to. Last, the song should invite kinesthetic movement, dramatic interpretation led itself illustration and rich in visual imagery.

### **2.7.2 Stories**

Scott and Ytreberg (2004) indicated that young learner sometimes have difficulty in knowing what is fact and fiction because the dividing line between real world and imaginary world is not clear. As a results, Ellis and Brewster (2014) suggests young learners to read storybooks, because they can exercise the imagination and are useful tool in linking fantasy and the imagination with the child's real world.

Scott and Ytreberg (2004) specified that reading become the main resource of expanding and strengthening the languages. Books open up other world for children which very compatible with imaginative YL which attempt to use their imagination and love to explore things (Harmer, 2007).

Moreover, Storybooks can enrich the pupils' learning experience. Stories are motivating and fun and can help develop positive attitudes towards the foreign language (Ellis and Brewster, 2014).

It is important to choose the appropriate story for YL because in reading the story for YL, teachers will make students understand socio-cultural aspects, enabling them to engage in real and effective communication (Martinez, 2007). Martinez (2007) also suggests the following aspect to be considered in choosing the story for YL:

- Whether the book is authentic or has been adapted and simplified for children whose first language is not English.
- The book's relation to the curriculum (school, family, Christmas, clothes, food, etc.); the content must be relevant, interesting and meaningful.
- Whether the book provides attractive visual support to help students understand content.
- Its language suitability as it pertains to student levels, preferably books using repetitive structures requiring repetition. Through this, students develop memory skills and build oral confidence.
- The length of the story and organization of ideas.
- Its relation to the target language and culture.

Fojkar et. al (2013) in their study showed that the teachers' main selection criterion for material is that the teachers believe their pupils will like the books although the survey stated that they preferred adapted books to authentic material. While Vojkotva and Zigardyova (2006) carefully considered whether the story is interesting, motivating suitable for children of nine years of age and whether all activities give pupils an opportunity to develop their language skills. On the other hand, Ellis and Brewster (2014) suggest in selection of the material fall into ten considerations; level, literary devices, content, illustration, educational potential, motivation, values, global issues and language.

From all of the considerations above, teachers should not forget that the most important objective is to develop children's appreciation and enjoyment of literature and also helping students understand socio-cultural aspects, enabling them to engage in real and effective communication (Ellis and Brewster, 2014; Martinez, 2007).

### **2.7.3 Games**

Research conducted by Ali et al (2011) has shown that play has significant advantages for children that include fostering reading ability and sustaining their interest in reading and literacy. Teaching and learning through play sustains children's attention span and develops their reading

skills. Playing games provide more opportunity for children to talk using varied words.

## **2.8 Previous Related Studies**

This study was grounded by several previous related studies. Firstly, the study conducted by Hayes and Raman (2013). This study conducted the needs analysis in Madhya Pradesh. The aim of the needs analysis was to generate data to enable the British council to identify the needs and requirements for a large-scale English language teacher training initiative at the primary level in Madhya Pradesh.

The needs analysis in this study aimed to assess the current language levels, assess the existing curriculum framework and text books in relation to these needs, explore the students and teacher beliefs about the usefulness of English, investigate the useful English language teaching training, make recommendations of interventions and training models to address identified needs, recommend a selection process to identify masters trainers to train and support teachers in division, ensure all of the recommendations are relevant to the educational and socio-cultural context of the teachers and students work and study.

Teacher questionnaire, teacher focus group meetings, student questionnaire, students focus group meetings, and lesson observation form are the instrument used in this study. These instruments were revised and extended for Madhya Pradesh Hindi and translated to Hindi if necessary.

Regarding the perspectives on English, teacher and students clearly felt that learning English is important because it is the matter of pride, they have to speak English in order to get respect in their society. In addition, students also felt that English is important for their future careers. The classroom observation showed that the frequently methods use in the class was teacher-centered.

Secondly, the study conducted by Huda (2014) concerning the needs of English learning materials for students of journalism study program in institute of social and political science (IISP) Jakarta. This study was aimed to analyze the English language learning materials needed by students of institute of journalism study program. The approach of English for specific purpose by Hutchinson (1987) conducted in this study in order to analyze the needs of the students. The focus of the need analysis will be refers to the language skills (listening, speaking, reading and writing).

The mix methods conducted in this study. This study focused on combining both qualitative and quantitative methods. The data obtained from questionnaires and interviews. In addition, this study was used the domain expert of journalist to confirm the analysis. The learning material analyzed in this study showed that it can be applied for students of journalism study program that focus on language skills-centered and language focused-learning.