

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Grammar**

##### **2.1.1 Definitions of Grammar**

Grammar has been defined by some experts. Grammar deals with possible forms or structures within a language (Thornbury, 1999). Thus a grammar is a description of the language system; it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning (Hadfield, 2008). In other words, grammar is the way a language manipulates and combines words to form meanings (Ur, 1988).

Thinking language as a type of rule-governed behavior, grammar, then, is a subset of those rules which govern the configuration that the morphology and syntax of a language assume (Celce-Murcia, 1988). Grammar also can be seen as a description of syntactic structure, as prescriptions for how to use structures and words, as rhetorically effective use of syntactic structures, as the functional command of sentence structure that enables us to comprehend and produce language (Weaver, 1996). Descriptive grammar describes how a language is actually used, and prescribe how it

should be spoken or written, while prescriptive grammar states rules for what is considered the best or most correct usage (Richard, 2010).

### **2.1.2 Importance of Grammar**

In teaching grammar to young learners, the necessities of grammar can be considered from its function as sentence-machine, prevention of fossilisation, and advance-organiser (Thornbury, 1999).

Grammar as a description of the regularities in a language, and knowledge of these regularities provides the learner with the means to generate a potentially enormous number of original sentences (Zhang, 2009). Learning grammar can improve children creativity, cognitive skills and thinking ability (Cameron, 2001). It happened while restructuring activities based on their current hypothesis. They are able to produce creative utterances from restructuring because they naturally work with rules and patterns.

Then, research suggests that learners who receive no instruction seem to be at risk of fossilizing sooner than those who do receive instruction (Zhang, 2009). The fossilisation of L2 proficiency in older learners could result from lack of access to feedback (about pronunciation, grammar or word choice) after a certain point in L2 development (Marinova-Todd, 2003). As long as the meaning of their utterances is understood, their grammar or pronunciation may not be corrected. As a result, the older learners may never become aware of their errors. However, as some have

shown (Ioup et al., 1994 in Marinova-Todd, 2003), if the learners are made conscious of the errors, and it is important to them to correct them, they have the potential to achieve native or near-native proficiency in their L2s.

Later, noticing or attention is a prerequisite of acquisition and grammar acts a kind of advance-organiser for later acquisition (Thornbury, 1999). Accuracy requires attention and attention needs time. Learners are more accurate the more time they have available. Learners need to value accuracy. Without accuracy, they risk being unintelligible. Teaching grammar can also help learners notice and attend to features of grammar including the different features between L1 and L2, in other words, in the language they hear and read, or speak and write (Cameron, 2001).

Moreover, people become master in communicative environment because by seeing the forms and rules makes the words effective and helps to convey meaning (Jatmiko, 2011). Grammar will be seen as emerging from the space between words and discourse in children's language learning, and as being important in constructing and interpreting meaning accurately (Cameron, 2001). With the vocabulary they already had, children could begin to express his knowledge, but they needed more to express meaning precisely. Introducing grammatical form helps children expand their language resources and his communicative possibilities (Cameron, 2001).

### **2.1.3 Approach of Grammar**

Children are more disposed to language learning activities that incline towards acquisition rather than towards leaning (Thornburry, 1999). They are better at picking up language implicitly, rather than learning it as a system of explicit rules.

In the case of grammar, implicit learning can be done through inductive teaching. In inductive (also called rule-discovery path), without having met the rule, the learner studies examples and from these examples derives an understanding of the rule. The learners are first exposed to examples of the grammatical structure and are asked to arrive at a metalinguistic generalisation on their own; there may or may not be a final explicit statement of the rule (Thornburry, 1999; Ellis, 2006). They observe a number of specific instances and from them a general rule of concept is inferred. By the age of ten, children are already able to generalise and systematise (Scott & Ytreberg, 1990).

Still, this approach has advantages and disadvantages. Inductive involves learners' pattern-recognition and problem-solving abilities, helps learners more active rather than being passive recipients and capitalize more on their cognitive capacities, makes them accustomed and familiar with the rule discovery, enhances learning autonomy and self-reliance (Dalil, 2013). Nevertheless, this approach may lead the learners to have the wrong concepts of the rule taught and may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule (Dalil, 2013).

#### **2.1.4 Difficulties of Grammar**

Hierarchy of difficulty or L1-L2 differences considered as determinant of grammatical difficulty. The more differences there are between the two languages, the more difficult the target language will be for L2 learners (Stockwell et al, 1965 in Shiu, 2011). Overall, those terms might be related to in terms of students' correct use of the features (Lightbown, & White, 2005; Shiu, 2011). Grammar features are considered more difficult to learn if many students have difficulty using them correctly. Learners may assume, as a kind of default, that the foreign language grammar works like the first language (Cameron, 2001). It was concluded that in neither child nor adult L2 performance could the majority of errors be attributed to the learners' L1s, and that learners in fact made many errors in areas of grammar that are comparable in both the L1 and L2 (Nunan & Carter, 2001).

Implicit and explicit knowledge also considered have role in relation to grammatical difficulty. The two senses of grammatical difficulty are distinguished: explicit knowledge relates the difficulty learners have in understanding a grammatical feature, and implicit knowledge relates the difficulty learners have in internalising a grammatical feature so that they are able to use it accurately in communication (Ellis, 2006). In addition, a grammar feature may be difficult to learn as explicit knowledge, but easy as implicit knowledge, and vice versa.

## **2.2. Need Analysis**

Procedures used to collect information about learner's needs are known as needs analysis (Richard, 2001). The needs described are those of the learners involved and also notice that the students' language requirements are to be delineated and sequenced on the basis of both subjective and objective information (Brown, 1995).

There are two types of needs analysis; learner analysis and task analysis (Nunan, 1988). Learner analysis is based on information about the learner. The central question of concern to the syllabus designer is: 'For what purpose or purposes is the learner learning the language?' The second type of analysis, task analysis, is employed to specify and categorize the language skills required to carry out real-world communicative tasks, and often follows the learner analysis which establishes the communicative purposes for which the learner wishes to learn the language. The central question here is: 'What are the subordinate skills and knowledge required by the learner in order to carry out real-world communicative tasks?'

When addressing students' needs three things must be considered: necessities (what the learner has to know to function successfully in the target language), lack (what the learner already knows and the gaps of knowledge they still need to learn), and want (adoption of students' learning preferences) (Hutchinson & Waters, 1987).

Furthermore, steps in conducting a needs analysis are deciding the purpose, the types of information gathered, the target group/population, the audience/target users, the administrator, and the procedures (Richard, 2001;

Brown, 1995). The types of information that will be gathered can be situation or language needs, and linguistic content or learning process (Brown, 1995). Situation needs are information centered on the program's human aspect like the physical, social, and psychological context in which learning takes place. Meanwhile, language need are related to learner's linguistic requirements; the reason of studying. The linguistic content position tends to favor needs analyzed objectively from a language needs perspective and spelled out in linguistic terms such as phonemes, functions, grammatical structures, and so forth. On the other hand, the learning process position leans towards needs specified from a situation needs perspective and subjectively analyzed in affective domain such as motivation.

The type of procedure selected often determines the kind of information obtained and therefore a triangular approach (i.e., collecting information from more than one sources) is advisable (Richards, 2001). Procedures for collecting information during a needs analysis can be selected from among the instruments; questionnaires, self-ratings, interview, meetings, observations, existing information, and case studies (Richard, 2001; Brown, 1995).

In the process of gathering information, five types of questions should be considered are problems, priorities, abilities, attitudes, and solutions (Rossett, 1982 in Brown, 1995). Problems questions are to identify the problem being experienced by target group. Priorities questions are to investigate which topics, language use, skills, and so on are considered most important for the target group to learn. Then, abilities questions are to determine the ability of the

students at entry. While attitudes questions are to unvoiced information about participants' feelings and attitude towards elements of the program. Last, solutions questions are to perceived problems in terms of what change might bring about compromise and resolutions. Such questions will probably come late in the need of analysis process after problems have been more clearly identified.

Overall, the needs are not absolute, that is, once they are identified, they continually need to be examined for validity to ensure that they remain real needs for the students involved (Brown, 1995). The point is that there is no direct application of the information obtained from need analysis. Although the information gathered is useful, it still has to be subjected to a great deal of interpretation and more analysis and research would be needed to further understand what is implied by each problem before it can be usefully applied in program planning (Richard, 2001). Need analysis is an important first step for developing and improving language programs, and such a step should be taken to investigate the fourth graders' needs on supplementary grammar materials.

### **2.3. Characteristics of Young Learners**

Young learners for children within the age range that attends elementary or primary school (Thomlinson, 2008). This period of schooling can involve children from as young as four or five up to eleven or twelve (Nunan, 2005; Thomlinson, 2008).

Children are more likely to feel a sense of belonging when the language they use and the customs they and their family observe are respected (Crosse, 2007). In this way the children make connections in their play, their learning and



their daily experiences. Learning (cognitive development) cannot take place unless the child is happy and settled in their new environment (emotional, social and spiritual development) and healthy (physical development) (Crosse, 2007). When children are interested in their learning and the task matches their level of understanding, they are motivated to learn.

Children believed as a semiotic being (Halliday, 2003). They exchange meaning or message through movement, facial gesture or facial expressions and other patterns of non-verbal bodily behaviour. There is a term of 'an act of meaning' as a communicative act that is intentional and symbolic.

Children already have well-established set of instincts, skills, and characteristics such as: very good at interpreting meaning without necessarily understanding the individual words; have great skill in using limited language resources creatively; frequently learn indirectly rather than directly; take great pleasure in finding and creating fun in what they do; have a ready imagination; above all take great delight in talking (Halliwell, 1992). With talking, they can learn about language, but the only way to learn to use it is to use it. They interpret the message through intonation, gesture, facial expressions, actions, and circumstances. They notice and remember something else better than what they are supposed to be learnt. Their delight fantasy and imagination can be stimulus so that they want to use the language to share their idea.

Children are more enthusiastic and lively as learners (Cameron, 2001). They are active learner, thinker, and sense-maker, constructing their own knowledge from working with objects or ideas. Children seem to pay more

attention to sound and prosody (the music of an utterance) they are more diverted and distracted by others easily. Their own understanding comes through hands and eyes and ears (Scott & Ytreberg, 1990). The physical world is dominant at all times. In addition, tapping into children's physical energy is always recommendable, so any time movement around the classroom or even outside can be used with a song, story, game, or activity.

#### **2.4. Grammar for Young Learners**

Grammar is a description of the language system—it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning (Hadfield, 2008). Developing the grammar of a foreign language is a long and complicated process; luckily, young learners have a long time ahead of them with the language (Cameron, 2001).

Young learners do not comprehend abstract ideas such as grammar (Broke, 2006 cited in Thomson, 2010). Therefore, it is recommended to find familiar topics to children such as family, friend, or school life (Cameron, 2001). Dealing with topics can help the learning process. Content of topic can make lesson easier related to the experiences and interests of the learners so that they can associate words, function, structures, and situation in particular topic. and, moreover, association helps understanding and memory (Scott & Ytreberg, 1990).

Concerning grammar instruction, one of the best times for the learners to attend to form is after comprehension has been achieved and in conjunction with their production of meaningful discourse (Celce-Murcia, 1985).

Children love the predictability of repeating stories, songs, and activities. They delight in the rhymes, meters and alliterations of language.

#### **2.4.1 Grammar Through Songs**

Young children are sensitive to the sounds and the rhythm of new languages and they enjoy copying new sounds and patterns of intonation (Lefever, 2006). Using songs in the teaching of grammar in language classrooms is said to have many advantages. For instance, they entertain and relax the learners while they are learning or practicing a structure, they often eliminate the students' negative attitude towards learning and through providing authenticity and context they make the grammar points more understandable and easy (Saricoban & Metin, 2000).

Song can be utilized as presentation context, as reinforcement material, and as vehicles through which to teach all language skills (Dubin in Celce-Murcia & Hills, 1988). By incorporating music into grammar instruction, students have the opportunity to enjoy grammatical bundles while learning to use them "accurately, meaningfully, and appropriately" (Larsen-Freeman, 2003).

Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns. Since most children enjoy singing fun lyrics, using easy children songs will be useful. Many children's songs typical have short length of a phrase and have a simple sentence structure or sentence pattern that can become set in the mind of the learner (Murphey, 1992). Furthermore, choosing lively action songs

through which they can dance or act while singing will ensure a lively atmosphere.

Music attracts young learners' attentions so that structure would be better introduced as simple and easy to memorize and recall songs. Songs are most often composed of limited language repeating for times that provide valuable input and are easy to rehearse; besides that listening to the foreign language's songs motivates the learners and takes away the boredom of learning. Teachers can also give music, songs or audio stimuli for auditory learners and invite students to make physical movement (drawing, jumping, dancing) for kinesthetic learners. This activity will increase learners' creativity and stabilize what they have learned in their minds.

#### **2.4.2 Grammar Through Stories**

Stories use a "holistic approach to language teaching and learning that places a high premium on children's involvement with rich, authentic uses of the foreign language" (Cameron, 2001). Using stories and contexts that they have experience with in their L1 could help these young learners connect a completely new language with the background knowledge they already have (Shin, 2006). It can be considered as the most valuable resource teachers have to help learners acquire language unconsciously. Stories offer children a world of supported meaning that they can relate to (Slatterly & Willis, 2001). Moreover, listening to stories allows the teacher

to introduce or revise new vocabulary and sentence structures by exposing the children to language (Ellis & Brewster, 1991).

In terms of grammar learning, storytelling may serve as a steppingstone to the learning of syntax as it demonstrates grammatical and syntactic features in meaningful context. Storytelling demonstrates a varied use of tense and linking devices in organizing ideas (Mallan, 1991). One of the best opportunities to use stories is, lessons on the supposedly dry subject of grammar (as well as punctuation and usage).

A story provides a realistic context for presenting grammar points and holds and focuses students' attention in a way that no other technique can (Baker & Greene, 1987). They add stories can be used for both eliciting and illustrating grammar points. The former employs inductive reasoning, while the latter requires deductive thought, and it is useful to include both approaches in lesson planning.

Using interesting texts is an important factor in keeping students' attention and retaining their motivation to learn. Good texts are those that tell us something we do not know; they contain interesting content; they provoke a reaction; they are multiply exploitable because they lend themselves to tasks which are interesting as well as useful (McGrath, 2002).

Stories introduce some new vocabulary and sentence structures. Children acquire them unconsciously as they listen to the story for the meaning –in order to know what is going on. Consequently, children must

be active participants in the construction of meaning. Moreover, it is easier for them to remember the vocabulary and grammar as they were given in a meaningful and motivating context.

### **2.4.3 Grammar Through Games**

During the years between seven and eleven that youngsters are inducted into the playing of games guided by specific sets of rules (Geller, 1985). At this point in their development, most children are becoming capable of understanding and submitting to rules of procedure which, rather than decreasing, enhance the pleasure and intensity of game playing.

Sensory play provides many language opportunities. During play, children are active learners, use their senses to explore and experiment, have many first-hand experiences with natural materials and then represent these experiences through writing, drawing, modelling, dancing and other creative activities (Crosse, 2007).

Well-planned game can teach and reinforce grammar points very successfully (Celce-Murcia & Hilles, 1988). A game can be used in any of these three stages while using them as a part of grammar instruction: a) before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners; b) after a grammar presentation to see how much the group have grasped; c) as a revision of a grammar area (Rinvoluceri, 1990).

Games increase learners' proficiency in practicing grammar communicatively. With the help of grammar games, students can develop

their ability in using language as they are given a chance to use language in the situations which have a purpose (Deesri, 2002). When English language learners participate in games, the language they use is task oriented and their aim is more than producing the correct speech (Celce-Murcia & Hilles, 1988). Games, then, represent a milestone in their learning process: games are fun and children like to play them; playing games is vital and natural part of growing up and learning (Lewis & Bedson, 1999).

Making language teaching and the teaching of grammar game-like is of crucial importance so as to keep students interested and to create a relaxed atmosphere. If these games are good then they will be learning while they are playing.

## **2.5. Previous Related Researches**

Some studies done related to teaching grammar for young learners through songs, stories, and games. These studies' result indicate positive attitudes toward an interesting language learning.

Research conducted by Diakou (2013) in Cypriot Primary School EFL Classroom. Her observation gave evidence of the improvement that using songs as part of language lessons can make, by providing pupils with an enjoyable context, which makes it easier for them to understand grammatical structures. Even students of low ability managed to learn something. Raffia: who was carefully observed throughout the lesson since he was a pupil with

many learning difficulties, and did not attend afternoon English lessons, stated that:

*“... having no private English afternoon lessons, makes me feel as I don't know anything compared to the others in my class. But these songs ... I know them, I sing them in the afternoon. There were a lot of words I didn't know the meaning of. Well, I didn't have to know everything and now I know many new words ...and I never imagined that I could learn the simple past tense through a song. It was fun!...”*

*5<sup>th</sup> grade focus group with 10-11 year olds*

A study in Turkey primary school done by Yıldırım & Torun (2014) using animated stories. Secondly, after vocabulary (cited 240 times), students cited 159 times that they believed they had learned particular structures, noting down, for example, “My favourite colour is yellow”, “He likes cherries”, “I can run” among others. Then, as revealed through the lesson evaluation forms, students noted down many vocabulary items, structures or other aspects of the language that were targeted in language teaching contextualized through animated stories. The overall findings have shown that animated stories may serve as important tools to contextualize the target items of language in natural and meaningful ways not only with their strong text structures but also with the visual and audio stimuli they provide.

Other research in Turkey primary school from Yolageldili & Arikan (2011) shows the results of question three which indicate a great majority of



EFL teachers, 93.3%, believe that games lower students' anxiety towards grammar learning. Therefore, games help students overcome their anxiety, feel relaxed and be enthusiastic to learn. Question four reveals that most of the EFL teachers (76.67%) believe that games are effective in grammar teaching. Question seven shows that the important part of the teachers, 93.3%, are agree with the idea that grammar games encourage, entertain and promote fluency. Question eleven reveals that a great majority of teachers, 86.7%, think that games are motivating and entertaining way of teaching grammar, especially for weak students.