

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Curriculum

Curriculum is a set of planning and arrangement of lesson materials including the method that is used in teaching and learning activities (Kasbolah, cited in Saputri 2007). In teaching learning process, what the teacher has to do is that he/she has to implement the curriculum. Curriculum contains educational goals, programs, materials, and teaching learning process. Curriculum will help the teacher conduct the teaching and learning activities efficiently and effectively. Besides, the teacher will know what to teach and how to present the materials to the students. Thus, the objectives of teaching learning activities will be achieved.

A. KTSP (Kurikulum Tingkat Satuan Pendidikan)

Before KTSP, all schools in Indonesia have to use KBK (Kurikulum Berbasis Kompetensi) or Competence Based Curriculum. KBK is also called curriculum 2004. Before KBK was applied, the condition of the students were being passive and receiving the materials only from the teachers and the books. However, in KBK or Competence Based Curriculum, students were demanded to be active, to be creative, and to have another resources beside from the teachers

and the books. KTSP is the perfecting of the Competence Based Curriculum (KBK/Kurikulum Berbasis Kompetensi). KTSP was legalized by the National Education Department on May, 23 2006. In implementing KTSP, teachers are demanded to arrange the appropriate curriculum based on the learners' needs and the school standard. Therefore, since the need in each school is different, KTSP is hoped to be more effective curriculum for all schools in Indonesia.

B. Syllabus

In teaching learning process, The term syllabus is often intertwined with curriculum. Yalden defines syllabus as a statement of the plan for part of the curriculum, excluding the element of curriculum evaluation itself (cited in Mar'ah, 2003). According to Brown (1994), syllabus is designed for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group learners in a defined context. Syllabus is an instrument by which a teacher, with the help of the syllabus designer, can achieve a degree of fit between the needs and the aims of the learner and the activities that will take place in the classroom.

Based on the syllabus, the teacher also has to make the RPP (Rencana Pelaksanaan Pendidikan) or Lesson Plan. Lesson plan is more specific than syllabus. Lesson plan is a teacher's detailed description of the course of instruction for an individual lesson. A lesson plan is developed by a teacher to guide class instruction.

2.1.2. Teacher Roles

In many foreign language classrooms, teacher's explanation is important because it is probably the major source comprehensible target language input the learner likely to receive (Nunan, 1991). Therefore, teacher is one of the most important variables in teaching activities. Teacher should be responsible to carry out the teaching activity successfully and comfortably. Realizing the important role of the teachers in teaching activity, it is a fact that teachers must have good skill and broad knowledge of teaching English so that they can manage the teaching activity and solve the teaching problem effectively. In English as a foreign language classroom, Harmer (2001) classified the teachers' roles as follows:

- The teacher as controller, are in complete charge of the class, they control not only what the students do, but also when they speak and what language they use.
- The teacher as assessor, are assessing the students' works, to see how well they are performing or how well they performed. Not only is this important pedagogically, but the students quite naturally expect it, even after communication activities.
- The teacher as organizer, the main aim of the teacher when organizing an activity is to tell the students what they are going to talk about, give clear instruction of what exactly their task is, get activity going and then organize feedback when it is over.

- The teacher as a prompter, teacher needs to encourage students to participate or need to make suggestion about how students may proceed in an activity when there is a silence or when they are confused about what to do next.
- The teacher as a participant, teacher sometimes need to be involved in simulation as a participant, sometimes playing role themselves.
- The teacher as a resource, teacher has to be kind of walking resource center. In other word, the teacher should always be ready to offer help if it is needed.
- The teacher as a tutor, the teacher as a tutor in the sense of someone who acts as a coach and a resource where the students are involved. In their own work, and call upon the teacher mainly for advice and guidance.
- The teacher as observer, teacher observes what the students do (especially in oral communication activities) in order to give them useful group and individual feedback.

2.1.3. Teaching English to Young Learners

Indonesia, a country which is well-known as multicultural and multilanguage, English here is a foreign language that has very different form of grammar. Although learning English grammar is not easy, the importance of English as an international language has made people to learn English as early as possible. In this country, English is taught even before the children enroll to

elementary school. This is supported by the fact that the optimum age for children to learn a foreign language is when they are still in a very young age (Brumfit, 1994).

The definition of young learners is children between the ages of about 6 years old to 12 years old (Brown, 2007); while according to Argondizzo (1992), young learners are those under 14 years old. Moreover, the definition of young learners is mainly based on the years spent in the primary or elementary stages of formal education before the transition to secondary school. This is why the ages of the young learners could be varied from one country to the others.

According to Brumfit (1994), there are some explanations for better learning at young age. First, the brain is more adaptable before puberty than after. Then, acquisition of languages is possible without self-consciousness at an early age and also because young children have more opportunities than adults. The children are learning all the time without having the worries and responsibility of adults. Thus, one of the factors to be successful in language learning is young age (Žigárdyová, 2006). The phenomenon above has made Teaching English to Young Learners (TEYL) become increasingly famous.

The following list shows general characteristics and language development of young learners according to Scott and Ytreberg (1990):

- Young learners' basic concepts are formed. They have very decided views of the world.

- Young learners ask questions all the time.
- Young learners rely on the spoken word as well as the physical world to convey and understand meaning.
- Young learners are able to make some decisions about their own learning.
- Young learners have definite views about what they like and do not like doing.
- Young learners have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- Young learners are able to work with others and learn from others.

2.1.4. The Importance of Teaching Grammar

According to Bygate (1994), grammar is important because it is the tool that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. Moreover, to be able to talk about how sentences are built, about the types of words and word groups that make up sentences; that is all about grammar. Knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity. Again, grammar has been an important subject in education for a long time, with research being conducted on many different topics. It has been taught in schools for centuries. Grammar is the mental

system of rules and categories that allows humans to form and interpret the words and sentences of their language. Grammar is the business of taking a language to pieces, to see how it works (Crystal, cited in Mary and Vicki, 2005). In order to be able to speak and write we have to know the grammar. Moreover, when we are listening and reading, we also have to understand the grammar. Ur (1998) shows that there are some aspects of teaching/learning grammar:

| | FORM | MEANING |
|-----------|--|--|
| LISTENING | Perception and recognition of the spoken form of the grammar | Comprehension of what the spoken grammar means in context |
| SPEAKING | Production of well-formed examples in speech | Use of the grammar to convey meanings in speech |
| READING | Perception and recognition of the written form | Comprehension of what the written grammar means in context |
| WRITING | Production of well-formed examples in writing | Use of the grammar to convey meanings in writing |

According to Ur (1998), the important point is that the study of grammar is either necessary or sufficient for learning to use a language. Therefore, grammar is the basic of any language and cannot be ignored in language teaching, especially in teaching English as a foreign language in Indonesia.

In her article, Azar (2007) states:

“One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable

patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the fabric. One of the reasons I begin my upper-level textbook, *Understanding and Using English Grammar*, with the entire English verb tense/aspect system is to demonstrate that language has grand and wonderful patterns and to convey that grammar is not just "rules."

2.1.5. Teaching Grammar to Young Learners by Using Stories

Young learners acquire language unconsciously (Scott & Ytreberg, 1990). Some experts suggest that using stories is one of effective methods in teaching English, including grammar. For the past two decades or so, short story has found its way back into the teaching of EFL. Instructors have realized that short story can be used to reinforce the skills and complement language teaching. (Scher, cited in Ismael, 2005) affirms that with students at the beginning and intermediate levels, instructors can use literary texts for "language practice, reading comprehension, and possible aesthetic appreciation". In contrast, with advanced students literary texts may be utilized for the "development of knowledge of world literature, practice in reading and discussing creative work, and the introduction of literary concepts, genres, and terminologies, recognition of figures of speech, levels of meaning, and other stylistic features". Moreover, students can gain insight into literature by gaining entrance to a world familiar or unfamiliar to them due to the cultural aspects of stories, and taking a voyage from the literary text to their own minds to find meanings for ideas, leading to critical thinking.

Besides, teachers can use stories in a play or in any kind of creative techniques, especially for young learners. Shin (2001) explains that stories are the most valuable resource which teachers have. Stories are effective for early foreign language classes. They offer children a world of supported meaning that they can relate to. Ellis and Brewster (cited in Loukia, 2006) give several reasons why teachers should use story:

- Story can enrich the pupils' learning experience.
- Stories are motivating and fun and can help develop positive attitudes towards the foreign language.
- Children enjoy listening to stories over and over again. This repetition allows language items to be acquired and reinforced.
- Listening to stories develops the child's listening and concentrating skills.
- Stories create opportunities for developing continuity in children's learning (among others, school subjects across the curriculum)
- Listening to stories is a shared social experience; it provokes a shared response of laughter, sadness, excitement and anticipation.
- Stories exercise the imagination; children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations.

- Stories are a useful tool in linking fantasy and the imagination with the child's real world; they provide a way of enabling children to make sense of their everyday life.
- Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language.
- Stories help students of all levels to understand literature, they carry ideological messages.
- Children books offer universal truths, moral appeals to one generation after other.

According to Morgan (1998), effective stories are short, clearly related to the content students are learning, engaging (funny, emotionally compelling, or surprising). Stories will also only be effective if they are of interest to students. However, Chodidjah (1997) explains that there are several things that should be considered to choose stories:

- Appropriate to the learners' interest.

Animal stories are often very popular with young learners while older learners may prefer stories about adventure, sports, ghost, space, and others.

- Appropriate in terms of language level.

Learners do not need to know all the words in the story, but the story needs to be capable of being demonstrated through visual aids or gestures.

- Leads to a number of useful follow up activities.

The most productive stories are those which lend themselves to a variety of follow up activities.

- For young learners or beginners, the story should not be too long, otherwise the attention might wander.
- For beginners, it is particularly important to choose stories which are set in familiar contexts, as learners get confidence with the language, it might later be possible to use stories from unfamiliar contexts.
- The stories have clear and interesting story line.

It is important for the teacher to choose a story which has a definite plot and interesting ending so that pupils are motivated to listen.

As Chodidjah (1997) stated about several things that should be considered to choose stories, one of them is “For young learners or beginners, the story should not be too long, otherwise the attention might wander.” Therefore, since the participants chosen were the fourth grade students in SD Ikan Kerapu Surabaya which are still categorized as young learners, the writer chose short stories. If the writer uses long stories, the attention of the students might wander.

In this study, the short stories that would be used were compiled by the teacher from the books and the internet. Then, the teacher edited some sentences of the short stories in order to be appropriate with the lesson plan/syllabus and students' level. That is what we call non-authentic materials. According to Berardo (2006), 'non-authentic material' is material which has been designed for the classroom, and is usually edited to make it appropriate to a particular level of English. The non-authentic materials are best found in the classroom from certified ESL (English as a Second Language) and TEFL (Teaching English as a Foreign Language) teachers, or in the school itself. To make it clear, there are several differences between authentic and non-authentic material:

Authentic Materials:

- ❖ Language data produced for real life communication purposes.
- ❖ They may contain false starts, and incomplete sentences.
- ❖ They are useful for improving the communicative aspects of the language.

Non-Authentic Materials:

- ❖ They are specially designed for learning purposes.
- ❖ The language used in them is artificial. They contain well formed sentences all the time.
- ❖ They are useful for teaching grammar.

(Berardo, 2006)

2.2. Related Studies

Some studies about teaching English to young learners by using stories have been done. First, Verdugo (2007) conducted a study about using stories to improve listening comprehension with Spanish young learners of English. In total, 220 children participated in the research project. The decision to select six year old EFL students arises from the fact that this is the age when Spanish children officially start their EFL instruction at schools. Findings indicate that the experimental group outperformed the control group in the final test administered.

Second, Loukia (2006) conducted the series of observed lessons with the 4th grade class of the 2nd Public Primary School of Volos. The class consists of twenty native Greek students (twelve girls and eight boys). They are about 10 years old. Sixteen of the students have also been learning English in a private language school for 1 or even 2 years. Two students only study English at school. She used short stories to teach English all of English skills and aspects, including the grammar. The result showed that short stories are helpful in teaching English for every skill and aspect.

Third, Paramita (2003) conducted a study which has a title “The Influence of Storytelling on Increasing the Mastery of Reading Comprehension of 9-11 Years Old Students at Sentra Foreign Language and Profession Studies”. She used storytelling to teach reading comprehension. The participants of the study were 20 students. They are

divided into two groups (experimental and control group). She shows that storytelling can improve the reading comprehension ability.