

should be used. Otherwise, the class will remain constant and cause the students' boredom.

CHAPTER II

Review of Related Literature

2.1 Theoretical Framework

The theories used in this study are concerned with the importance of teaching grammar and the use of games in teaching grammar. The students have to know grammar because it is the foundation of four skills, namely: speaking, reading, listening, and writing. It is supported by Long and Richards (1987, p.279) who say that grammar plays a role in speaking, listening, reading, and writing skills.

Thus, the teachers should motivate the students in learning grammar and help the students master the four skills. Martin (1995, p.1) states that games give the opportunity to practice the foreign language in relaxed and enjoyable way. Therefore, if games are used in class, the students will learn more easily, happily, and they do not realize that they have learnt something new in English lesson.

2.2 Teaching English to Young Learners

Young learners mean children from six to eleven or twelve years old. Children learn English more effectively in regular time than a longer time concentrating only once a week because they can be easily involved to communicative tasks even sometimes the language is not in a correct form. It is supported by Willis (1997, p.7) who says, “you must learn the language freely to learn to speak it even you make errors.” That is why as English teachers have to make the class more enjoyable and communicative. As Graddol (2006, p. 89) states that English for Young Learners requires teachers who are proficient in English, have wider training in child development, and who are able to motivate young children. It means the teachers must know the appropriate activities which are adjusted to their developmental stage so if the activities are enjoyable, it will be memorable, the language involved will develop motivation for further learning.

2.3 The Teaching of Grammar

Depending on one’s theoretical orientation, different people define grammar differently. Cobbett (1984) regards grammar as constituting rules and principles that help a person to make use of words or manipulate and combine words to give meaning in a proper manner. Fisher (1980, p.2) views grammar as a set of rules which tells how language should be used and it is used as a theory of language or a description of how the English operates. The students of the

elementary school who learn English as a second language should know enough English grammar so that they will do not find difficulties in writing sentences and understanding the meaning of a sentence.

In learning English, teaching grammar is important as the basic foundation to organize ideas or messages which is supported by three skills namely, speaking, reading, and listening so it forms the integration language of arts which is providing meaningful opportunities to the students by internal motivation to learn and use language for real outcomes as many researchers Biondo, Raphael, & Gavelek, (1999); Smith (2003); Wagner (1985) describe the integrated language arts as the incorporation of writing, reading, word study, speaking, and listening into one, cohesive setting. It means that providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real audiences and real purposes. The importance of teaching grammar is supported by Frank and Rinvoluceri (1987, p.7) who say that grammar provides the learners with communicative competence, language in action, and the learners ability to communicate. Therefore, the teaching of grammar at school is hoped to help the students to use English correctly.

Based on the important role of grammar in a second language learning, grammar is necessary. Since it is not attractive subject for the students, the use of activities in class can achieve the goal of integrating grammar and help the students to internalize the importance of grammar.

2.4 How should grammar be taught?

As we know, Grammar is viewed as an essential element for communication to take place because it shows how language is used. The process of grammar teaching is more successful when it deals with grammatical points that can be used for communication (Nunan, 1991; Zhongganggao, 2001). Therefore, structuring the grammatical items will assist the students to communicate effectively specially, when they use in context to serve communicative purposes. Mc. Commish (1981, p.2) states that the sequence in teaching grammar should include four basics functions in the following order: (1) review of relevant previous learning; (2) presentation of goals and new material in small, discrete steps; (3) guided practice organized so that all the students achieve a high success rate, feedback, correction, and re-teaching, if necessary; and (4) independent practice with help until the students completely master new material, weekly and monthly reviews.

As teachers know, the steps in learning grammar require a great deal of attention and it needs practices such as mini-lessons which are called writing process (prewriting, drafting, revising, editing) to integrate grammar into writing activities. In fact, most of grammatical items are not learned quickly by the students because one grammatical item needs much time to be learned. If the teachers apply the instructional sequence above in the classroom, the students will get bored easily and have no motivation in learning English grammar. On the other hand, the teachers must have many ways of practicing the grammatical

item which engage the learners attention and interest and also motivate them to study it.

2.5 Learning Motivation

There are a lot of experts expressing the definition of learning motivation, of course with their own point of views, but the point of all is that it is a support changing someone's energy into real activities to gain certain goal.

Mc. Donald says (Djamarah, 2002, p.114), "Motivation is energy change within the person characterized by affective arousal and anticipatory goal reactions". So energy change within the person is the form of real physical activities. Hence someone has certain goal of his activity, he has high motivation to gain it and he will try hard with his own way to obtain the goal.

In a learning process, motivation is really needed because it will be impossible for someone who does not have motivation in learning to do learning activities. It shows that without motivation, there is no result. Something that may be interesting for someone may be beneficial for others as far as he or she is motivated about something. So, what someone sees will raise his curiosity as far as it has relation on his or her own interest. To improve learning motivation, someone should have good attitude, interest, learning orientation, and desire about learning.

2.5.1 Attitude

It is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. Some authors have argued that the concept of attitude is of limited value since individual differences in attitudes do not correlate that highly with behavior (Wicker, 1969), but it should be emphasized that some authors do not state that it does not correlate with behavior.

The accumulated evidence in the area of second language acquisition indicates that attitudes are related to behavior, though not necessarily directly. The preceding definition makes reference to a referent or attitude object. That is, attitudes are attitudes about or toward something, as in attitudes toward English speaking people. Attitudes differ, however, in terms of their specificity or generality. Attitudes toward English speaking people are relatively specific in that the referent is reasonably concrete, though to some extent, of course, an abstraction.

2.5.2 Desire to Learn

Desire to learn is a situation where someone feels a great willingness to learn. (Fillmore, 1979) in a longitudinal study of five Spanish-speaking children's acquisition of English argues that that the desire to learn of the learner controls the amount of exposure to the English. Those children who find it easy to interact with English-speaking children progressed more rapidly than those who do not.

Willing's study in Rod (1994) is interesting, but it suffers from a number of methodological problems, which cast doubt on the results obtained and it also does not include sufficient numbers of subjects to permit a statistically valid analysis of many of the nationalities it sampled.

2.5.3 Learning Orientation

It is a philosophy that is used by a school which emphasizes learning in organization. A learning organization will run smoothly in organization which conducts learning. There is process in organization where it becomes a group of learning individual through interaction with society. The member of organization share information, create organizational memory in the form of assumption believes and norms.

Organizational memory will leads individual action and organizational (Sinkula, 1994). In organization which orientated in learning will occurred the development process of ability that is done over and over in order to create a better future.

2.5.4 Interest

Interest is one of the main elements of motivation, defining it as a positive response to stimuli based on existing cognitive structures in such a way that learners' curiosity is aroused and sustained. Crookes and Schmidt (1989) observe that 'it is probably fair to say that teachers would describe a student as motivated if she or he becomes productively engaged on learning

tasks, and sustains that engagement, without the need for continual encouragement or direction.

McNamara (1973) has argued that ‘the really important part of motivation lies in the act of communication’. Rosier (1975) also emphasizes the importance of a desire to communicate, arguing that without this an integrative motivation may not be effective. One possibility, supported by a strong pedagogic literature is that interest is engendered if learners become self-directed (are able to determine their own learning objectives, choose their own ways of achieving these, and evaluate their own progress).

2.6 The Function of Motivation

In the teaching learning process it is common to find a learner who is lazy to participate in learning. He will not be interested in teacher's explanation. He will enjoy his own activity although other students actively participate in teaching leaning process.

Being lack of interest toward a subject becomes the main cause why a learner keeps quiet to make note of what the teacher explains. It is a sign that the leaner has no motivation to study. The lack of intrinsic motivation is a

problem that must be solved soon. A teacher must encourage him by giving extrinsic motivation so that he can solve the problem.

When the extrinsic motivation given can help a learner to get out from problems of learning difficulties, motivation can be portrayed well. The role applied by the teacher relying on functions of motivation is accurate step to create conducive learning atmosphere for learner.

2.7 Effort to Increase Learning Motivation

Tyson and Carroll in Djamarah (2002) say that motivating the student to learn is one of the most common problems encountered by teacher. Teacher is always confronted by the student who will not become active participant in the process of education, who will not enter the arena of learning and engage in the instructional dialogue, and who will not focus his mind on the problem or goal under consideration on the classroom.

It is reasonable statement because the fact there are some learners who are less motivated to study and do not involve actively in the teacher learning process in the classroom. Most of the students are active to learn together and few are active with their own activities. Both conditions are the description of less-conducive class. Teacher should not keep silent seeing such kind of condition. There must be some effort to solve this problem.

According to Grawford (1974) there are four function of teacher related to how to motivate learner to learn including encouraging learner, giving

realistic expectation, giving incentive, and guiding learner to behave what supports to the attainment teaching leaning objectives.

1. Encouraging Learner

In the classroom daily activities, teacher must avoid monotonous and boring things. He should always think many things that the student needs to think and do. Teacher should keep student's interest by giving them freedom to move from one aspect to the other aspect of subject in learning situation. Discovery leaning and brain storming method give such kind of freedom. To encourage students, teacher should have enough information about student's previous disposition.

2. Giving Realistic Expectation

Teacher should keep realistic student expectations and modify less or not realistic expectations. So, teacher should have enough information about the students past failure and success of his academic. Moreover, teacher can differentiate which expectation that is realistic, pessimistic, or too optimistic. When the student gets a lot of failure, teacher gives success as much as possible to the learner. The expectation given must be reachable and in the careful consideration. Unrealistic expectation is a lie in which a learner is not interested in it.

3. Giving Reward

When a learner gets a success, teacher should give him a reward (it can be mark, praise, etc) to his success so he is motivated to do some further efforts in order to obtain teaching objectives.

4. Guide Learner Attitude

It is teacher's duty to guide learner's attitude. Teacher is demanded to respond the learner who is not involved learning activities in the classroom. A learner who keeps silent, makes a noise, talks as he likes and so on should be admonished wisely and tactfully. The effort to stop learner's negative attitude by giving bad alias is not human.

2.8 English Achievement

Dealing with the students' achievement, it is better to understand clearly what achievement is. Achievement cannot be separated from learning process. Someone is called to have an achievement when he is able to get something from what he efforts. It is a result of activities that have been done. Brown (2001:391) says that it relates directly to classroom lesson, units, or even a total curriculum. So, the test of achievement is limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. It is to determine acquisition of course objectives at the end of a period if instruction.

2.9 Integrated Achievement

For more than six decades now, research and practice in English language teaching has identified the "four skills"-listening, speaking, and writing—as of paramount importance. ESL curricula and textbooks around the world tend to focus on one or two of the four skills, sometimes to the exclusion of the others.

Despite our history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skill integration but reading is usually stressed because it is the most related skilled. Brown says (2001:232)

"That is, rather than designing a curriculum to teach the many aspects one skill, say, reading, curriculum designers are taking more of a whole language approach whereby reading is treated as one of two or more interrelated skills. A course that deals with reading skills, then, will also deal with related listening, speaking, and writing skills".

2.10 Games

Games have become crucially important for English language learners and teachers not only because they provide enjoyment and relaxation, but also encourage students to use their language in a creative and communicative manner (Hasan, 1984). The elementary school students usually like playing. When they play together, they can interact and develop the language skills. According to Sungurtekin, Sezer, Bagceli Kahraman and Sadioglu (2009, p.756), "By playing games, a child makes acquaintance with his environment,

learns life and gains new instructions.” Teachers should prepare the activity of the games and the material of the grammar. Otherwise, they only play games without any reason.

Games provide language teachers with many advantages when they are used in classroom. Learners are motivated to learn the language when they are in a game. Mc.Callum (1980. P. ix) emphasizes this point by suggesting that “games automatically stimulate student’s interest, a properly introduced game can be one of the highest motivating techniques.” Avedon (1971; quoted in Deesri, 2002, p.2) further argues that “games spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other course.” In other words, games stimulate students’ interest in classroom activities and as a result, students become motivated and willing to learn.

2.10.1 The characteristics of games

The characteristics of the game according to Rodgers (1981, p.2) are presented below:

1. **A game is competitive.** The competition maybe against another direct participant; against time; against a best performance; against a specific goal. The participants should compete as best as they could.
2. **A game is rule-governed.** There are a limited number of specific and well-defined rules that all participants know about and understand.

These rules cover every possible play, define play acceptability or non acceptability and grade plays in terms of same values.

3. **A game is goal defined.** There are also limited number of specific and well-defined objectives for gaming which participants recognize and agree upon.
4. **A game has closure.** There is some predetermined point at which a game is said to be finished whether players have achieved the goals of the game or not.
5. **A game is engaging.** Gaming engages and challenges participants. Sometimes it is fun, motivating, and focusing attention. But like an automotive transmission, a game requires us to engage our mental and physical gears.

2.10.2 Principles of selecting games

In using games as a part of a lesson plan, teachers should think carefully about its selection in order to make a game really effective and successful. There are some principles of selecting the games, which are explained by Weed (1972, p.29). They are:

1. **Decide on the purpose of the game first.** Teachers should refer to the section concerning purposes and relate the purposes to the particular point of teaching.

2. Consider the space you have in which to play the game. The teacher should consider the space whether it is enough or not otherwise it will not function maximally.

3. Limit the number of the students to choose the appropriate games. Some games work well only for a large number of the students, and some are more suited to only two people. Teachers should adapt games to the situation earlier.

4. Decide whether a game is to be an individual competition or team effort. Before the teachers apply the game, the teachers should decide whether the game is for individual or groups.

5. Think about the activity level you want. The teachers should suit the activity with the students' level for learning the lesson.

6. Decide whether you want to give rewards. While the students play the games, the teachers should give rewards to make the students satisfied.

2.11 Language Games

Language game is a game which has focus on some linguistic skills and also has a format which organizes participants (Rodgers, 1981, p.2). It requires a skill to talk, think, and act in different situations so the game should be competitive, rule-governed, goal-defined, having closure, and engaging. Language games can break the students' routines activity in the classroom so it will make the class more lively.

2.12 The purpose of using language games

We know that language games are good activities to teach young learners. Teachers must know the use of language games before they use them. Language games can provide motivation to students to learn English and prevent the monotony in the classroom. The students will lose their motivation if the teacher teaches the English lesson monotonously. The purposes of language games are stated by Weed (1972, p.28):

- a. **Physical activity.** Language games are used to release physical and nervous tension to promote mental alertness by breaking the routine of speaking. It means that the students can get acquainted with the second language environment by using language games. The students will learn the language unconsciously.
- b. **Enjoyment.** Language games are used to create a fun climate and interest which will help the students to improve their English lessons. Language games can prevent the boredom in the classroom, otherwise the students will get bored easily and they do not want to study English anymore.

2.13 The use of games in teaching grammar and learning language

The teaching of grammar takes important part in learning the language because according to Long and Richards (1987, p.279) grammar is central role

in speaking, reading, listening, and writing skills. The students cannot speak, read, listen, and write well without knowing the grammar. And grammar should be taught to elementary students and they should understand it. However, many teachers only explain the pattern and give the exercise to the students.

Traditional teaching will make students get bored because the long explanation is given by the teachers. As a teacher to solve this problem, he or she can use games so that they are more enthusiastic in learning grammar.

Shu-yun Yu in her thesis (October 2005) entitled “The Effects of Games on The Acquisition of Some Grammatical features of L2 German on Students’ Motivation and on Classroom Atmosphere” found that the control group complains of their study in grammar and vocabulary found so boring, monotonous and uninteresting while the experimental group is more enjoyment, make more effort, more confident in language use and also they are more actively than the control groups. Overall, the motivation of the experimental students improved.

Meizaliana stated in her thesis (2009) entitled “Teaching Structure through games to The Students of Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu” that there is a significant difference teaching structure through games and without game.

Nguyen (2005:75) in his study “The Use of Games in Grammar Teaching in Vietnam at Nong Lam University” suggested ways to present and

practice new grammatical rules communicatively for students with games and as a result, he found that games are as “vital part” of teacher’s equipment because it is not only practice but also amusing and challenging.

Luong (2009) studied the application of games in grammar review lessons for sixth graders; and the results show a dramatic improvement of students’ ability using grammatical knowledge in written and oral performance as well.

Nguyen’s study (2010) at Hung Vong High School for the tenth grade students indicates the necessity of games for easing difficulties, exciting the atmosphere in teaching and learning grammar. As a result, the teachers become bored to teach grammar lesson as they merely follow the tasks given in the textbook and do not create any games activities.

Levent Uzun (2009) in his study about The Potential of The Proposed Evaluative Checklist and VocaWord as Supportive Materials in FLT stated that playing games such as VocaWord and VocaPolis can provide a great deal from the beginning to a much higher level and learners acquire foreign languages while enjoying themselves and challenging their own ability and knowledge, or brain power and memory. Therefore, more games, both quantitatively and qualitatively, addressing different aspects of language learning can be developed once it is understood that games are really very efficient tools.

Connolly (2009) in his study of *Arguing for Multilingual Motivation in Web 2.0: a Games-Based Learning Platform for Language Learning*, found that the students felt that the game had motivated them to learn a second language and 92 % of students felt there should be more use of ICT within language teaching, and 80% of the students liked or absolutely loved the game.

According to Foti and Hannafin in their study of *Games and Multimedia in Foreign Language Learning* (2008), the students in back-story treatment group score higher (M=71.9) than students in the control group (M=70.1) even didn't reach significance. However, their observations revealed that the assigned tasks were poorly carried out in the game. Students spent a large portion of time "playing", exploring the game environment, trying out things, and traveling within the game space.

Ryan, Rigby, and Przybylski (29 November 2006) in their study stated that the results largely supported the hypothesis concerning the relations between autonomy and competence satisfactions in solitary game play, and all 3 needs in multi-player environments. In the experimental contexts, using participants who may or may not have experienced computer game players, they found that both game enjoyment and preference for future play were significantly accounted for by psychological need satisfactions.

Kim and Kellog (2009) of Seoul National University of Education in their study of *Foreign Language Learning As A Rule-Based Game* found that

role-play tends to be richer in “frozen” pair parts where the responses are predictable, and the rule-based games are more conducive to dispreferred responses and bound exchanges.

Students will get more pleasure doing some activities in order to learn grammar and the class will be more lively and enjoyable. By using games, the teacher can get satisfaction for the students can easily understand the language.