**BAB II**

**REVIEW OF RELATED LITERATURE**

In this chapter the writer describes the definition of grammar, approaches to grammar, the teaching of grammar, the definition of games, the advantages of games, the clasification of games, snakes and ladders game.

1. **GRAMMAR**

Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), inasmuch as without a good knowledge of grammar, learners' language development will be severely constrained. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns. According to Ur (1999), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use.

**1. The Definition of Grammar**

Grammar is essentially about the systems and patterns we use to select and combine words. In order to communicate we must share a common system, which is why people who speak different languages cannot understand one another – they are using different systems. For people to communicate through language there must be common systems and grammar is one of the essential systems.

Defines grammar as (The study and practices of) the rules by which word change their form and are combined into sentence (Longman Dictionary of Contemporary English, 1978). There are two basic elements in this definition: the rules of grammar and the study and practice of the rules.

The rules of grammar as the dictionary suggest, are about how words and how they are put together into sentences. For example, our knowledge of grammar tells us that the word walk changes to walked in the past tense. This is an example of the word changing its form

Our knowledge of grammar will also tell us what to do if we want to put the phrase not many into sentence. There are oranges on the self (there are not many oranges on the self. This is an example of how words are combined into sentences.

Grammar then is the way in which words change themselves and group together to make sentences. The grammar of the language is what happens to words when they become plural or negative, or what word order in used when we make question or join tow clauses to make one sentences (Harmer, 1991:1)

Further, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language (Corder in Widodo, 2006:122). In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed. In other words, Doff (2000) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences (Widodo, 2006: 122).

**2. Approaches to grammar**

Broadly speaking, in teaching grammar, there are two approaches that can be applied: deductive and inductive. In this section, I would like to briefly highlight the two, and then I link both approaches to the theory of second language acquisition (SLA).

2.1 Deductive approach

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles.

Dealing with the teaching of grammar, the deductive approach can also be called rule-driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. This approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self-study grammar books Fortune (1999). The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. Giving the grammatical rules means no more than directing learners' attention to the problem discussed. Eisenstein (1987) suggests that with the deductive approach, learners be in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning. To sum up, the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. In this regard, learners are expected to engage with it through the study and manipulation of examples.

In the case of the application of the deductive approach, therefore, Michael Swan according to (Thornbury, 1999:32) outlines some guidelines for when the rule is presented. Among them are:

1. the rules should be true;
2. the rules should show clearly what limits are on the use of a given form ;
3. the rules need to be clear;
4. the rules ought to be simple;
5. the rules needs to make use of concepts already familiar to the learners; and
6. the rules ought to be relevant.

Most importantly, when the rules are presented in the deductive approach, the presentation should be illustrated with examples, be short, involve students' comprehension and allow learners to have a chance to personalize the rule.

2.2 Inductive approach

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories) (Felder & Henriques in Widodo, 2006:127). In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept.

In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that a teacher teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written. Eisenstein (cited in Long & Richards, 1987) maintains

That the inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. This approach involves learners' participating actively in their own instruction. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher (Widodo, 2006:128)

**3. The teaching of grammar**

The role of grammar perhaps one of the most controversial issues in language teaching. In the early parts of the twentieth century, grammar teaching formed an essential part of language instruction, so much so that other aspects of language learning were either ignored or downplayed. The argument was that if you knew the grammatical rules of the language, you would be able to use it for communication. This concept was strongly challenged in the early 1970s. Knowledge of the grammatical system of the language, it was argued, was but one of the many components which underlay the notion of communicative competence. To be considered a competent user of a language, one needs to know not only the rules of grammar, but also how the rules are used in real communication. During this period, grammar teaching became less prominent, and in some cases, was abandoned.

In recent years, grammar teaching has regained its rightful place in the language curriculum. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. There is now a general consensus that the issue is not whether or not we should teach grammar. The issue now centers on questions such as. Which grammar items do learners need most? How do we go about teaching grammar items in the most effective way? Are they best taught inductively or deductively? In this section, we consider classroom approaches to the teaching of grammar. Although there is no one best method of teaching grammar - and we have to do more research to investigate the effectiveness of the many different techniques advocated by methodologists - we do know what constitutes sound approaches to the teaching of grammar.

In the first article, Swan invites us to reflect on what grammar we teach and why we teach it. He identifies a number of reasons for grammar teaching which do not conform to sound pedagogical principles. For example, teachers often teach grammar simply because it is "easy" to teach and to test. Some attempt to teach the whole grammatical system, thinking that it is both feasible and desirable. As a consequence, we have students who may know a lot of grammar but who are unable to use their knowledge for any practical communicative purposes. Swan suggests that the teaching of grammar should be determined by the needs of the students. Thus, the selection of grammar items to be taught must depend on learners’ aims in learning English. Furthermore, the teaching of grammar should be based on the principles of comprehensibility and acceptability.

The second article by Richards examines the assumptions underlying a task-based approach to teaching and identifies some of the practical difficulties that can arise. The most serious of these is the potential for students to perform a task with a poor level of grammatical accuracy, since they can often use communication strategies to bypass some of the language difficulties task performance involves. The result may be that task work develops fluency at the expense of accuracy and leads to the development of fossilized errors that may be difficult to eradicate. In order to address this issue, Richards draws on the work of Skehan and others to examine how a focus on grammatical accuracy can be built into the use of tasks. This involves adding a language-awareness dimension to tasks prior to, during, or after task performance.

The last article, by Ellis, explores the role of practice and consciousness-raising in grammar teaching. Although practice has a role to play in language learning, Ellis maintains that its value is rather limited. He argues that the available evidence seems to suggest that practice, be it controlled, contextualized, or communicative, may not be as effective as people claim it is. Consciousness-raising, on the other hand, offers an attractive alternative to traditional grammar practice. Through carefully designed consciousness-raising activities, learners will develop an explicit knowledge of the grammar of the language which facilitates their ability to communicate. Ellis admits, however, that this approach to grammar instruction has its limitations. It may not be appropriate for young learners or beginners. (Richards, Renandya, 2002:145-146)

1. **GAMES**

Games are used as simple recreational activities most of the time, but they are not always that simple. They have a reason for being. While performing games, there is always competition to win, rules to follow, and enjoyment to experience. These activities help teacher to create a better teaching-learning process. They could be presented at different stages of the class at the appropriate moment to create a positive atmosphere while learning without thinking about learning. Teachers should decide carefully when and what kind of games students are going to perform by analyzing different factors such as the aim of the game, the students’ level of English, and students’ ages, among other.

1. **The definition of games**

There are countless definitions of the word game. The majority of these look similar, however, just few of them define a game as a useful "tool" or "resource" for teaching. Dictionaries, for instance, give the following concepts:

Webster's New World Dictionary (1991), Any specific contest, engagement, amusement, computer simulation, or sport involving physical or mental competition under specific rules, as football, chess, or war games.

Pocket Oxford (I992), A form of play or sport, especially a competitive one with rules.

Moreover, some writers have defined a game as:

According to Turtledove, in ( Sanchez, 2007:49) A structure that has rules, goals and agreement of players on the surface, and wonderful hidden processes underneath.

According to Lee, in ( Sanchez, 2007:49) the essence of many games lies in outstripping, in friendly fashion, someone else's performance, or (and adult learners often prefer this) in bettering one's own, as in the world of sport.

Thus, the definitions above -dictionaries and authors- have general similarities amongst them, they coincide principally in three aspects: competition, rule and enjoyment

The term competition by itself signifies the main component that an interactive activity should have in order to be considered a game (Sanchez, 2007:49). Competition develops the student's motivation, as they are always in daily competition. Nevertheless, teachers have to be careful when making the students competitive because it may result in affecting feelings of inadequacy. Therefore, this component should be skillfully managed in the class. One way teachers can achieve this is by the use of rules.

Rules establish the patterns and codes in which the game should be played, teachers may be responsible for making students follow the rules. Thus, the teacher can easily keep control of the class while students enjoy and follow the logic of the game and play it correctly, achieving at the same time the goals of the activity effectively.

Although the word enjoyment has been explained in different ways throughout this paper, this term is considered as an important component for increasing students’ motivation in learning a language. Students may enjoy the class, that way they might become more interested in it and obtain, in a better way, a more lasting knowledge to be used in real life.

Based on the concepts previously analyzed, a fresh and refined definition of game emerges within the field of pedagogy: A game is considered a valuable technique, which includes three principal elements: competition, rule(s), and enjoyment, which should be well established by a teaching-learning objective. Any teacher would be able to use games in order to increase the student's motivation towards the English language, at the same time that students can better develop or improve his/her own abilities of learning. Such is the purpose that the use of dynamic games has in class (Sanchez, 2007:50).

**2. The advantages of game**

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Many games cause as much density of practice as more conventional drill exercises; some do not. What matters, however, is the quality of practice.

The contribution of drilling lies in the concentration on a language form and its frequent use during a limited period of time. Many games provide this repeated use of a language form. By making the language convey information and opinion, games provide the key feature of 'drill' with the opportunity to sense the working of language as living communication.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, challenged, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!

Games can be found to give practice in all the skills {reading, writing, listening and speaking), in all the stages of the teaching/learning (Wright, Betteridge and Buckby, 1983:1).

The use of games in the classroom has many advantages. According to Carrier (in Sanchez, 2007:50) mentions some of them:

* "Games give a variety of tools to facilitate the teaching-learning process;" in other words, teachers can make use of games as they are one of the complementary tasks of a syllabus and with which students can better develop their learning strategies.
* "Games are flexible” It means that they can be used for teaching any aspect of the language. One game can even be used to teach two or three language features at the same time, it is just a matter of adaptation considering the students' level and the objective of the class.
* "Games make the lesson less monotonous" as they provide a great variety of class activities which help to maintain students' attention and interest in the language without getting bored.
* "Games raise the students' motivation" in such a way that students enjoy their learning so much that they might not realize they are doing so.
* "Games make students produce language subconsciously."This means that students learn and/or review any aspect or ability of the language at the same time they focus their attention on whether they succeed in playing. In other words, they concentrate on the excitement of winning. Students produce the language without worrying if they are doing right or wrong, they just produce it and achieve it.
* "Games stimulate students' participation and give them confidence "This is when students free themselves in order to participate to get the best score or even to be the best in the class. They usually feel much more confident with their performance and this makes them learn and practice new structures. I earn form their mistakes, and fulfill the goals of the class, indeed.
* "Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class."In other words, games reduce the domination of the classroom done by the teacher. Ergo, there is not too much teacher talking time an/ more, only the necessary to model and moderate the activity. The teacher mainly observes students while they carry out the activity rather than exposing, explaining and correcting.
* "Games can also serve as a testing mechanism" because they expose the students’ weaknesses and strengths. This usually comes while the teacher is observing the performance of students in a game. The teacher takes notes about students' mistakes and weak points to give an adequate feedback. Of course, as games generally focus on one language aspect to practice or improve in the class, this cannot be a tool to be used as formal evaluation (Sanchez, 2007:51).

3. The **classifications of games**

Classifying games into categories can be difficult because categories often overlap. Hadfield (in Trong Tuan, Minh Doan,2010: 68) explains two ways of classifying language games.

First, language games are divided into two types: linguistic games and communicative games.

* Linguistic games focus on accuracy, such as supplying the correct antonym.
* Communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

Second, Hadfield classifies language games into many more categories. Together with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store

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* Information gap games

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information.

* Guessing games

These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

* Search games.

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid, and help classmates complete theirs.

* Matching games

As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20th century.

* Labeling games.

These are a form of matching, in that participants match labels and pictures.

* Exchanging games.

In these games, students barter cards, other objects, or ideas. Similar are exchanging.

* Collecting games.

Many card games fall into this category, such as the children's card game Go Fish.3

* Board games.

Scrabble4 is one of the most popular board games that specifically highlight language.

* Role plays games.

The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, inTrong Tuan, Minh Doan,2010: 4). Role play can involve students playing roles that they do not play in real life, such as doctor, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

According to Lee (2000) (in Trong Tuan, Minh Doan) games have been classified into ten kinds:

* Structure games which provide experience of the use of particular patterns of syntax in communication
* Vocabulary games in which the learners' attention is focused mainly on words
* Spelling games
* Pronunciation games
* Number games
* Listen-and-do games
* Games and writing
* Miming and role play
* Discussion games

Another classification of games by McCallum (in Trong Tuan, Minh Doan) consists of seven kinds:

* Structure games
* Vocabulary games
* Number games
* Spelling games
* Conversation games
* Writing games
* Role play and dramatics

It is shown that the classifications of games from the above linguists are common in a way that each kind of games focuses on a language item or a skill for the purpose and the content of the lesson. Therefore, teachers should be careful of choosing the most suitable game for each lesson so that learners and teachers can benefit the most from these games (Trong Tuan, Minh Doan, 2010: 68-69)

**4. Snakes and Ladders game**

Preparation

For the main game (counting), you need a grid or a track, made up of interconnected squares, all numbered, extending from 1 to 100 — or, for a quicker game, a number less than 100. Every so often along the way, draw a ladder (which has its base in one square, and its top in a square much further on in the number sequence); also, every so often along the way, draw a snake (with its head in one square and its tail in a square much further back in the number sequence).

For Variation 1, you will need to write instructions on certain squares, e.g. l Go back three squares'. Alternatively, you may prefer to write instructions on a set of 'chance' cards (see below).

For Variation 2, the learners will write instructions (see below).When making the grid or track, you should use fairly thick card, and always store it flat. Should it curl, playing the game becomes difficult, since the players' counters, which are used to mark their progress along the number sequence, may slip and slide off. Instead of measuring and ruling the squares on the card, you may find it easier to cut the desired number of squares from a sheet of card, write all numbers and instructions on them first, and then stick them down on a second sheet of card. This way, any mistakes can be corrected as you work, by taking a fresh square of card; and, later on, when the game has lost its novelty, fresh instructions can be substituted for the old ones, since the latter can be prised or torn loose.

Procedure Pair work, or small groups.

In the standard version of Snakes and ladders, the players take it in turns to throw the die and move their counter ahead along a numbered track or grid. They move the same number of squares along the track or grid as the number thrown on the die. Their aim is to be the first to reach 'Home' at the far end of the number sequence. Landing on a snake's head along the way means that a player must go back to the square containing the snake's tail. Landing at the foot of a ladder takes a player up and on to the square containing the top of the ladder. As they move their counters, the players must count the moves out loud.

Variation 1

Pair work, or small groups.

Language practice (beyond counting) can be worked into Snakes and ladders by writing various instructions into every third or fourth or fifth square, e.g. 'Go back three squares' or 'Go forward four squares' or ‘Miss a turn'.

Instead of writing the instructions directly into the squares on the grid or track, since the size of the squares limits the length of the instructions, you may prefer to write them on separate cards, cut to whatever size you please. These 'chance' cards, as they are called, should be shuffled and placed face down in a pile before the game is started. Players are directed to 'Take a chance card' by a written instruction to that effect written directly on the grid or track. They should take the topmost card. The instructions on the 'chance' cards can represent good luck, sending the players forward along the number sequence, or they can represent bad luck, sending them back. 'Reasons' for the good or bad luck may be given, perhaps drawing on the language and content of a story book or textbook studied by the class, e.g. 'Your alarm clock does not go off. Miss a turn'; or 'You are given a lift in a friend's car. Go forward three squares.'

Variation 2

Pair work, or small groups.

Instead of writing the instructions for the game yourself, ask the learners to write 'chance' cards, either in class or for homework, for others to use when playing the game. As in Variation 1, it may be a good idea to draw the content and language of the instructions from a story  
book or textbook (Wright, Betteridge and Buckby, 1983:81-83),