

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Constructivist Theory

Constructivism theory was first introduced by Piaget in 1960, who proposed cognitive rules of the human learning process from different perspectives. Burhanuddin et al., (2021) stated that constructivists view the learning process as the construction of meaning from experiences.

Constructivism theory in the context of language education sees that learning occurs through active interaction between individuals and their environment. According to this theory, knowledge is not only received passively but is actively constructed by individuals through experience, reflection, and understanding of the information they receive (Brown, 2007). This theory also highlights the active role of students in the learning process. Students receive information from the teacher or the environment and actively build their understanding through interpretation, reflection, and experience.

In practice, implementing Communicative Language Teaching requires students to be active in learning and see language as a communication tool (Savignon, 2002). The learning process becomes student-centered based on the communication formed in the classroom. Students are encouraged to be involved in communicative activities such as role-play, discussion, and collaborative learning, which allows students to build language knowledge and skills contextually and meaningfully (Littlewood, 1981). The teacher's role in the classroom is also as a facilitator. This is achieved by applying communicative language teaching process-based approach namely Task-Based Instruction with constructivist learning theory.

2.1.2 Principles of Constructivist Theory

According to Greening (1998), as cited in Burhanuddin et al. (2021), there are principles of constructive theory. There are:

1. Knowledge is constructed by the learner from experiences
2. In the process of learning, learners interpret events and objects as an individual's perception based on their values and beliefs

3. As part of their learning process, students create meaning from experience
4. Learning occurs in situations that are relevant to the student
5. Reflecting on the external world is a crucial component of learning
6. Different perspectives are considered to facilitate collaboration in the learning process

2.1.3 Description of Grammar

In the context of language learning, grammar is the collection of rules and guidelines that control a language's sentence structure and construction. Grammar is also a critical language component of learning. According to Bhatti & Mukhtar (2017), grammatical knowledge is necessary for recognizing grammatical structures, which is often essential for punctuation. It is also helpful in interpreting literary and non-literary texts since the interpretation of a passage sometimes depends crucially on grammatical analysis.

Also, Febriyanti (2020) Argues that mastering English tenses and choosing which to use in communication are essential skills for English Language Education Study Program students. Furthermore, grammar serves as a tool for linguistic analysis, allowing researchers to examine syntactic patterns, language variation, and language evolution in a range of historical and cultural contexts. To improve overall language competency, mastery of grammar is crucial for both linguistic precision and the development of effective academic and professional communication.

2.1.4 Aspect of Grammar

English grammar is a set of structural rules governing the composition of English clauses, phrases, and words. The aspects of English grammar include multiple components such as Syntax, morphology, phonology, and semantics. These are the explanations of various components of grammar aspects:

1) Part of Speech

According to Yule (2022), the basic building blocks of grammar are the parts of speech. These include:

- a. Nouns: Words representing people, places, things, or ideas.
- b. Pronouns: Words that substitute for nouns (e.g., he, she, they).

- c. Verbs: Words that describe actions or states.
 - d. Adjectives: Words that describe nouns (e.g., big, diminutive).
 - e. Adverbs: Words that modify verbs, adjectives, or other adverbs (e.g., quickly, very).
 - f. Prepositions: Words that show relationships between nouns and other words (e.g., on, under).
 - g. Conjunctions: Words that connect clauses or sentences (e.g., and, but).
 - h. Interjections: Words that express emotions (e.g., wow, ouch).
- 2) Sentence Structure (Syntax)

According to Greenbaum and Nelson (2009) Syntax refers to the arrangement of words and phrases to create well-formed sentences. English typically follows a subject-verb-object (SVO) sentence structure.

- a. Simple Sentence: Contains one independent clause (e.g., *She plays the piano*).
 - b. Compound Sentence: Contains two independent clauses joined by a conjunction (e.g., *She plays the piano, and he sings*).
 - c. Complex Sentence: Contains one independent clause and at least one dependent clause (e.g., *She plays the piano because she enjoys music*).
 - d. Compound-Complex Sentence: Contains two independent clauses and at least one dependent clause (e.g., *She plays the piano, and he sings because they love music*).
- 3) Tenses

According to Murphy (2019) English grammar uses verb tenses to express time. There are three primary tenses—past, present, and future—each with four aspects:

- a. Simple: Expresses a single action (e.g., *I eat*).
- b. Progressive: Expresses ongoing actions (e.g., *I am eating*).
- c. Perfect: Expresses actions that have been completed (e.g., *I have eaten*).
- d. Perfect Progressive: Expresses ongoing actions completed at some point (e.g., *I have been eating*).

4) Modality (modals and Auxiliaries)

According to McCarthy (2020) Modal verbs are auxiliary verbs that express necessity, ability, permission, or possibility. Common modals include *can*, *could*, *will*, *would*, *shall*, *should*, *may*, *might*, and *must*.

- a. Can/May: Used for permission and possibility (e.g., *You can leave*).
- b. Must: Used for necessity (e.g., *You must study*).
- c. Would/Could: Used to make polite requests or hypothetical situations (e.g., *Could you help me?*).

5) Voice (Active and Passive)

Huddleston et al., (2021) stated that English verbs can be used in two voices:

- a. Active Voice: The subject performs the action (e.g., The teacher explained the lesson).
- b. Passive Voice: The subject receives the action (e.g., The lesson was explained by the teacher). Passive voice is often used to emphasize the action rather than the performer.

6) Clauses (Dependent and Independent)

According Biber (2010) Clauses are groups of words containing a subject and a verb.

- a. Independent Clause: A complete thought that can stand alone (e.g., She sings).
- b. Dependent Clause: Cannot stand alone and relies on an independent clause (e.g., Because she sings).

Types of dependent clauses:

- a. Noun Clause: Functions as a noun (e.g., What she said was surprising).
- b. Adjective Clause: Functions as an adjective (e.g., The man who called is my uncle).
- c. Adverb Clause: Functions as an adverb (e.g., She cried because she was sad).

7) Agreement (Subject-Verb Agreement)

According to Leech & Svartvik (2013) In English, verbs must agree with their subjects in number and person. This means singular subjects take singular verbs, and plural subjects take plural verbs.

- a. Singular: She runs every day.
- b. Plural: They run every day.

8) Articles (Definite and Idefinite)

According to Swan & Walter (2011) Articles are words that define a noun as specific or unspecific:

- a. Definite Article: The (e.g., the car).
- b. Indefinite Articles: A or An (e.g., a car, an apple).

9) Punctuaction

According to Trask (2019) Correct punctuation is essential for conveying meaning in writing:

- a. Period (.): Ends a declarative sentence.
- b. Comma (,): Separates items in a list or clauses.
- c. Colon (:): Introduces a list or explanation.
- d. Semicolon (;): Connects closely related independent clauses.
- e. Question Mark (?): Ends a question.
- f. Exclamation Mark (!): Indicates strong emotion or emphasis.

10) Pronuns and Antecedants

According to Parrott (2000) Pronouns must agree in number, gender, and person with their antecedents (the noun they refer to).

- a. Singular: She gave her speech
- b. Plural: They gave their speech

2.1.5 Grammar in Language Learning

Grammar has an important role in language learning in various skills such as speaking, writing, reading and listening in English proficiency. Having good grammar skills can also reduce the possibility of misunderstandings. Febriyanti (2020), stated that if the person does not know how those words should arrange to make proper sentences, the communication will not take place. In language learning

too, grammar has an important role to build and form organized and coherent written texts.

In reading skill, good understanding of grammar can enable students to understand sentence structure more effectively. In line with this, Rao (2019) also explains that grammar helps the learners understand what makes sentences, paragraphs and even long essays, short stories precise, clear and interesting. Furthermore, in speaking skills grammar can facilitate clear communication with the sentence framework needed to compose sentences accurately so that the sentences expressed can be meaningful and coherent. Rossiter (2021) argues that minimally someone can master basic grammar because oral communication is a bilateral communication process where the person being spoken to can ask for repetition from the speaker so that the meaning becomes clearer. This is where oral communication requires an understanding of grammar because this can ensure that the speaker and listener use the same code. Rossiter (2021) also stated that with written language, grammar is essential; written communication is deferred or indirect communication, and is unidirectional, so there is no possibility for the receiver to demand verification at least not under normal circumstances. Apart from that, listening grammar can also help students interpret spoken language, identify information, and interpret context which leads to increased understanding and communication skills. Jamaludin & Nurdiawati (2021) stated in their study about correlation between grammar mastery and their writing and listening comprehension showing positif correlation. They stated that if the students are good at grammar they will be good at writing and listening.

2.1.6 Principles of Teaching Grammar

In teaching and learning, of course a teacher needs teaching guidelines so that the learning and teaching process is carried out well. Likewise with teaching grammar. There are several principles for teaching grammar. According to Thornbury (1999) there are two principles of teaching grammar, namely the E-Factor that consist of Economy, ease, and efficacy, and second is the A-Factor that consists of learners' need needs and interest and learners' attitudes and expectations.

1) The E-Factor (Efficiency):

a) Economy

According to Thornbury (1999) in his book, he stated that, when presenting grammar teaching, the rule of thumb is; the shorter the better. A little teaching first seems to be more effective than a lot of teaching. The more the teachers pile up instruction, the more confused students are likely to be. So, being frugal in teaching grammar would be better.

b) Ease

The ease factor is one of the important factors in developing learning materials. However, we also have to remember that through preparation cannot always be done by teachers. And a teacher must be able to develop realistic strategies to achieve success in developing learning materials. The easier an activity is to organize, the better it is. In terms of developing learning materials, the convenience provided can help teachers prepare material more effectively and efficiently.

c) Efficacy

The efficacy of a learning activity can be measured based on the level of attention it generates. Attention must also be balanced with understanding, otherwise it will end up wasting time. Thus, the successful attention of a learning activity depends in part on the amount and quality of contextual information, explanations, and examination. The effectiveness of a presentation will also depend on how memorable it is to produce memorable insights.

The conditions above can be implemented optimally if there is internal motivation from the students themselves and external motivation such as exams and assignments that are the teacher's job. Teachers must choose assignments and materials that engage students. Tasks and materials that are relevant to their needs, that have achievable outcomes, and that have an element of challenge while providing necessary support, are more likely to motivate than those who do not possess these qualities.

2) The A-Factor (Appropriate):

In the classroom, each student has their own uniqueness. They have different and varied needs, interests, levels, beliefs, attitudes, values. Therefore, each class activity must be evaluated not only based on efficiency criteria but also according to student appropriacy. Factors that need to be considered when determining appropriacy according to Thornbury (1999) include:

- a) Age of students
- b) Their level
- c) Group size
- d) Group constitution, e.g. monolingual or multilingual
- e) What their needs are
- f) Interests of students
- g) Available materials and resources
- h) The student's previous learning experiences and current expectations
- i) Any cultural factors that might influence attitudes, for example attitude, their perceptions of the role and status of teachers.
- j) Educational context, for example private schools or state schools, domestic or foreign.

If a learning activity does not consider the factors above, it is unlikely to be successful. The age factor of students is very important. In other words, children may be better at learning language implicitly than learning it as a clear set of rules. In contrast, adult learners may be better at activities that involve analysis and memorization.

No learning situation is status even with the right combination, negotiation, and student training. Therefore, teachers are encouraged and required to have an adventurous and critical attitude when considering learning activities to be carried out in the classroom. Thus, the appropriacy of an activity takes into account: Learners needs and interest and Learner's attitudes and expectations.

2.1.7 Description of Communicative Language Teaching

According Richards (2006) communicative language teaching sets as its goal the teaching of communicative competence. Language acquisition occurs as learners engage in meaningful communication, suggesting that communication that holds significance for the learner offers a more effective learning.

There are the advantages of CLT itself. According to Santos (2020), CLT approach usually increases the overall teaching and learning interests of students. In his study, he revealed that in CLT, students are allowed to participate in the learning process in a real way, for example through real life stories, exercises, problem-based material, and case studies that are more closely related to daily activities. Also, CLT offers students opportunities to engage in authentic communicative tasks, including but not limited to role plays, debates, dialogues, and puzzles. The primary objective of these exercises is to enhance students' opportunities for verbal expression while concurrently reducing the teacher's talking time (Qasserras, 2023).

Nunan (1991), pointed out that CLT fosters intercultural communication and understanding, and encourages students to engage with authentic language materials from diverse cultural contexts. When students interact with peers from different backgrounds, they develop sensitivity and awareness of different cultures, leading to a deeper understanding of language and its cultural implications. Also, according to Hasibuan & Batubara (2012) as cited in Qasserras (2023) argues that the CLT method works well for enhancing the ability of learners for critical thought and problem-solving. Using communicative tasks that force students to negotiate meaning in a variety of contexts is part of the approach. By completing these exercises, students are prompted to communicate critically, which fosters the development of cognitive skills that go beyond language acquisition.

2.1.8 Principles of Communicative Language Teaching

Richards (2006) stated that there are several principles of communicative language teaching methodology, there are:

1. Make real communication the focus of language learning.
2. Provide opportunities for learners to experiment and try out what they know.

3. Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.
5. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
6. Let students induce or discover grammar rules.

In conclusion, Communicative Language Teaching (CLT) involves students in contextualized, meaningful, and communicatively focused learning activities. These principles hope to foster the development of real-life language skills. CLT also supports the use of real language learning resources and the introduction or discovery of grammar rules.

2.1.9 Communicative Language Teaching Approaches

According to Richards (2006) there are two approaches in communicative language teaching. There are:

1. Process-based CLT Approaches

It is called process-based because this approach has the same focus, namely focusing on creating processes in the classroom that facilitate the language learning process. There are two approaches that exist in process-based, namely, task-based instruction and content-based instruction.

1) Task Based Instruction

In TBI, language learning will result from creating appropriate interaction processes in the classroom and the best way to create these interaction processes using specially designed instructional tasks. In its particularly grammar-based syllabus, TBI argues that grammar and other communicative competencies can be developed as a by-product of engaging students in interactive tasks.

The main characteristics of a task are as follows:

- a. A task is carried out by students using existing language resources.
- b. Involves a focus on meaning.
- c. In assignments involving two or more students, this requires the use of communication strategies and interactional skills by students.

- d. Task outcomes are not only related to language learning, although language acquisition can occur when students carry out these tasks.

From the TBI point of view, two types of tasks can be distinguished:

- a) Pedagogical tasks are specially designed classroom tasks that are intended to require the use of certain interactive strategies and may also require the use of certain types of language (skills, grammar, vocabulary) for example two students must try to find the number of differences between two pictures. similar is an example of a pedagogy task. The task itself is not something that is usually encountered in the real world but is an interactive process that requires providing useful input for language development.
- b) Real-world tasks are tasks that reflect language use in the real world and which may be considered as practice for real-world tasks. A roleplay where students practice job interviews would be this kind of assignment.

In theory, TBI can be applied in a number of different ways in language teaching:

- a) As the sole framework for course planning and delivery: Prabhu (1987) as cited in Richards (2006) argues that grammar-based curriculum is being replaced by task-based curriculum in the state school system, although only for a short period of time.
- b) As one component of a course: a series of assignments can also serve as one of the components of a course aimed at developing general communication skills.
- c) As a technique: teachers can use assignments as one of the techniques from their teaching repertoire. In theory, the TBI is applied as a technique in this research.

2) Content-based instruction

In CBI, language learning uses content as the driving force of classroom activities and connects all the different dimensions of communicative competence, including grammar competence with

content. Krahne (1987) stated that CBI is the teaching of content or information in the language being studied with little or no direct or explicit effort to teach the language itself separately from the content being taught.

According to CBI, information or subject matter that students learn or communicate can be conveyed through content. Any language lesson can involve content, be it grammar lessons, reading, or other lessons. CBI starts from a different starting point. Decisions about content are made first and other decisions about grammar, skills, function, etc. are made later.

2. Product-based CLT Approaches

In CLT, there are also what are called product-based approaches which focus on learning outcomes or products as the starting point in course design rather than on the class process. Product-based begins by identifying the type of language use that students are expected to master at the end of a certain teaching period. Teaching strategies are then selected to help achieve these goals. In the product-based approach, there are two models, namely Text-Based Instruction and Competency-Based Instruction.

1) Text-Based Instruction

Text based instruction or also known as the genre-based approach sees communicative competence as involving mastery of various types of text. The text used in question is a series of structured language used in a certain context with certain words. For example, during the course of a day, an English speaker may use spoken English in a variety of ways, including a casual conversation with a friend, a conversational exchange with a stranger in an elevator, a phone call to set up an appointment at a hair salon, telling a friend about an unusual experience, discuss personal problems with friends to ask for advice.

Each of these uses of language can be considered a text because it exists as a single unit that has a beginning, middle, and end, emphasizes organization and content, and uses appropriate grammar and vocabulary.

Communicative competence involves the ability to use various types of spoken and written texts in specific contexts of use.

2) Competency-Based Instruction

CBI is an approach to planning and delivering courses that has been used widely since 1970. The application of its principles in language teaching is called competency-based language teaching (CBLT), an approach that has been widely used as a basis for designing language-related teaching programs. work and survival-oriented for adults. It aims to teach students the basic skills they need to prepare them for situations they commonly encounter in everyday life.

2.1.10 Communicative Language Teaching in Language Teaching

The Communicative Language Teaching approach is based on interactions that occur in the classroom between teachers and students and between students and the students themselves. The main focus is on using language in real contexts, so that students can practice their speaking skills in situations relevant to everyday life. The teacher's role is as a facilitator who encourages students to actively participate in class activities.

In teaching English speaking using Communicative Language Teaching, use of activities that prioritize communication is emphasized. According to Pulston & Bruder (1976) as cited in Mangaleswaran & Aziz (2019) There are several activities that can provide good benefits for students to master communicative competences such as dialogue, problem solving activities, role plays and group work. The techniques used in the communicative language teaching (CLT) can give impact and the effect in teaching and learning English specifically for speaking skills in all activities for instances; role-play activities, information gap activities, group work activities, interview activities, opinion sharing activities, and scavenger hunt activities (Haliwanda, 2021). This allows students to become familiar with various accents, dialects and language styles used in everyday communication thereby increasing their ability to adapt in various communicative situations.

According to Harmer (2001), as cited in (Bosha & Ukute, 2019), reading gives students the opportunity to read meaningful information and helps them

become more proficient communicators in other language skills. Communicating competently indicates high abilities concerning reading, understanding, and relating to the text (Rahmati, 2022). This aligns with the communicative language teaching method, which emphasizes honest communication in the classroom. According to Lai (2021), Through activities of CLT such as group work and pair work, students become actively involved in reading English because it boosts the number of students talking time, knowing the terminology, interpreting reading texts, and completing assignments. Communication-oriented reading activities used are based on situations in texts or text-based projects that require students to collaborate in analyzing and presenting information from the reading. The CLT approach also enabled learners to determine specific information from the text, for example, analyze the purpose of the text and determine the main idea (Setiyorini et al., 2022).

In teaching English reading using CLT, students do not just understand the reading text literally. However, students are also invited to interpret and convey the ideas in the text orally or in writing. An example of communicative reading is reading a book aloud to the class in a group where it asks them to envision the story and its characters. (Lai, 2021) This is done by discussing the main ideas, analyzing the structure of the text, or making a summary and review. This approach helps students understand the text more deeply and improves their communication skills.

Communicative Language Teaching in the Context of Teaching English Writing encourages learners to express themselves actively and purposefully, fostering linguistic and communicative competence. According to Liunokas (2021), One of the activities in Communicative Language Teaching can improve students' writing abilities through roleplay because students can share knowledge and encouragement with their partners. Apart from that, this can make it easier for students to produce and express their ideas in different ways and with different understandings. Through collaborative writing assignments and peer feedback sessions, students can apply language skills in meaningful contexts, thereby improving their ability to convey ideas in writing creatively. Communicative Language Teaching also encourages students to play an active role in the learning process in class. According to Fatima (2012), Communicative Language Teaching

can help improve students' report writing skills through authentic materials, for example, magazines, newspapers, audio/visual, and in-class activities such as working in pairs/groups, making students more creative. Through independent writing projects, students can choose topics that interest them and are relevant to their lives. This not only increases their motivation but also. Students can develop a deeper understanding of language use in authentic contexts by engaging students with authentic texts.

In understanding audio, the Communicative Language Teaching method can be an approach to teaching listening. The goal of CLT is to encourage students to participate in listening and understanding the messages conveyed actively. Richards et al. (2002) as cited in Seraj & Mamun (2011) CLT combines innovative classroom learning tasks and activities, including listening activities. According to them, by listening, students can hear the interactions that occur in the classroom. CLT prioritizes activities that involve interview dialogue, recorded conversations, and other communication situations that support active and meaningful learning.

In teaching grammar using Communicative Language Teaching, Richards (2006) argues that teaching grammar should not only focus on accuracy activities such as practice, memorization, and controlled activities but must also train fluency in activities that focus on communication and meaningful activities such as role plays, interviews, reading maps, and so on.

2.1.11 Learning Activities in Communicative Language Teaching

Richards & Rodgers (2014) Stated that there are everyday activities types in CLT, including:

- 1) Jigsaw Activities. Typically, the class is divided into groups, and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole (Richards, 2006). The students must use their language to communicate meaningfully and participate in meaningful communication practice.
- 2) Task Completion Activities. These include games, puzzles, map reading, and other classroom exercises that require students to use their language resources to complete a task.

- 3) Information-gathering activities, surveys, interviews, and searches carried out by students for which they must use their language resources to gather data.
- 4) Opinion-sharing Activities. Activities that allow students to compare opinions, values, and beliefs.
- 5) Information-Sharing Activities. They are representing data in a different way after it has been presented in one format. For example, after reading directions from point A to point B, students might sketch a map outlining the route or read information on a subject and then visualize it as a graph.
- 6) Reasoning Gap Activities. We use inference and practical reasoning to extrapolate new information from previously provided data. One example is developing a teacher's schedule based on the provided class schedules.
- 7) Role Plays. Students take on roles and improvise a scene or conversation using the clues or information provided.

Because the principle of CLT is to produce communication in the classroom in the target language, implementing classroom activities must also prioritize oral communication. Activities suitable for student-student interaction are pair work activities, role plays, group work activities, and projects. In line with this, Richards (2006) stated that instead of using activities that demanded accurate repetition and memorization of sentences and grammatical patterns, activities that required learners to negotiate meaning and interact meaningfully were required.

2.1.12 Description of Task-Based Instruction

The task is an activity where the learner uses the target language for a communicative purpose (goal) to achieve an outcome (Willis, 1996). While learners are doing the tasks, they are using language meaningfully. This emphasizes the importance of students engaging in tasks that require them to use language to achieve specific goals or outcomes. The challenge of achieving the outcome makes Task-Based learning a motivating procedure in the classroom.

An essential feature of TBI is that learners are free to choose whatever language forms they wish to convey, what they mean to fulfill, and, as much as possible, the task goals (Willis, 1996). This aims not to dictate or control the form of language they must use. Teachers can monitor students' learning processes

remotely so that students can feel free to communicate with each other in the target language. This is also not the time for teachers to give suggestions and corrections. Students must regard their errors positively and treat them as a regular part of learning. Teachers must shape students' character so that it is better for them to risk getting something wrong than not to say anything.

2.1.13 Task-Based Instruction Procedures

According to Willis (1996), there are three basic procedures of three phases in Task-Based Instruction as follows:

1) Pre-task (Introduction to topic and task)

The teacher explores the topic with the class, highlights valuable words and phrases, helps students understand task instructions, and prepares. Students may hear a recording of others doing a similar task. Many teachers talk about the topic for young learners and use pictures, demonstrations, and songs.

2) Task cycle

- a) Task: Students do the task in pairs or small groups, with the teacher monitoring from a distance.
- b) Planning: Students prepare to report to the whole class (orally or in writing) how they did the task and what they decided or discovered.
- c) Report: Some groups present their reports to the class, exchange written reports, and compare results. The teacher comments on the content of their reports.

3) Language focus

- 1) Analysis: findings, identifying and classifying common words, phrases, and sentences. Examples include the following:
 - Find words and phrases related to the topic or text.
 - Read the transcript, find words ending in "s," and say what the "s" means.
 - Find all the words in the simple past form. Say which refers to past time and which does not.
 - Underline and classify the questions in the transcript.
- 2) Practice: The teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the analysis. Practice activities

can include:

- Choral repetition of the phrases identified and classified
- Memory challenge games based on partially erased examples or using lists already on the blackboard for progressive deletion
- Sentence completion (set by one team for another)
- Matching the past-tense verbs (jumbled) with the subject or objects they had in the text
- Dictionary reference with words from text or transcript

2.1.14 Task-Based Instruction Activities

Willis (1996) stated six types of tasks as the basis for TBI:

a) Listing

Listing tasks tend to generate much talk as learners explain their ideas.

The processes involved are:

- 1) Brainstorming, in which learners draw on their knowledge and experience either as a class or in pairs/groups
- 2) Fact-finding: learners find things out by asking each other or other people and referring to books, etc.

The outcome would be the complete list or a draft mind map.

b) Ordering and sorting

These tasks involve four main processes:

- 1) Sequence items, actions, or events in a logical or chronological order
- 2) Ranking items according to specified criteria
- 3) Categorizing items in given groups or grouping them under given headings
- 4) Classifying items in different ways, where the categories themselves are not given

c) Comparing

These tasks involve comparing information of a similar nature but from different sources or versions to identify common points and differences.

The processes involved are:

- a. Matching to identify specific points and relate them to each other

- b. Finding similarities and things in common
- c. Finding differences
- d) Problem-solving

Problem-solving tasks make demands upon people's intellectual and reasoning powers, and though challenging, they are engaging and often satisfying to solve. The process and time scale will vary enormously depending on the type and complexity of the problem.

Real-life problems may involve expressing hypotheses, describing experiences, comparing alternatives, and evaluating and agreeing on a solution. Completion tasks are often based on short extracts from texts, where the learners predict the ending or piece together clues to guess it.

- e) Sharing personal experience

These tasks encourage learners to talk more freely about themselves and share their experiences with others. The resulting interaction is closer to the casual social conversation because it is not as directly goal-oriented as in other tasks. For that reason, however, these open tasks may be more challenging in the classroom.

- f) Creative task

These are often called projects. Sometimes, they involve pairs or groups of learners and can involve combinations of task types: listing, ordering, sorting, comparing, and problem-solving. Teamwork is essential in getting the task done. The outcome can often be appreciated by a wider audience than the students who produced it.

2.1.15 Basic Principles of TEYL (Teaching English to Young Learners)

Teaching English to children has important implications for developing their language skills. Allowing children to learn English early will give them a competitive edge. Learning English from an early age also forms a strong foundation for further mastery of the language later in life. It also allows them to learn more efficiently and effectively as they age. The characteristics and how young learners learn the language are as follows.

- 1) Characteristics of Young Learners

According to the theory of Shin and Crandall (2013) Seven points must be considered when teaching young learners.

1. Energetic and physically active

Teachers in primary schools must be aware that children are physically active and find it challenging to sit for long periods. Teachers can incorporate activities that require children to get up and move around.

2. Spontaneous and not afraid to speak out or participate

It is easier for children to participate in class without fear and embarrassment. They are good at imitating this language because they are not afraid to repeat it after the teacher sings a pleasant song, even though they do not know how to pronounce it or do not know what it means. Teachers can use simple songs, rhymes, chants, and dialogues with children because they are ready to follow them.

3. Curious and receptive to new ideas

Children have a high and natural sense of curiosity. Teachers must prepare activities that increase students' curiosity. For example, teaching them about unusual things in their environment, such as exotic animals. Teachers can also teach children about various exciting cultures.

4. Imaginative and enjoy make-believe

Children love activities that encourage them to use their imagination. Activities such as role plays and grammar games allow them to play up their make-believe and pretend to be something or someone. Teachers can also use stories or games that create imagination when learning language.

5. Easily distracted and have short attention spans

As we know, young learners are very easily distracted. They can have short attention spans if they like it and it attracts their attention. Teachers must be able to engage children with fun activities that increase students' curiosity and imagination. Teachers can also use learning media with striking colors, photos, and posters. Teachers can combine different audio visuals such as playing songs, TV, or movie clips to make students pay attention and be interesting to learn.

6. Egocentric and relate new ideas to themselves

Young learners are egocentric students centered on themselves and the environment around them. They learn according to what is relevant to them. Teachers must be able to create opportunities for them to personalize what they learn. Personalization allows them to relate new information and language to themselves.

7. Social and learning to relate to others

Children have a social spirit and like to talk to their peers. They learn how to relate their social life to their culture. They like playing games with their peers. Teachers must create balanced activities that allow students to interact with each other.

2) How Children Learn

1. Learn by doing and interacting with their environment

Children build knowledge from interactions with their environment. Teachers can use teaching media such as Realia to facilitate student interaction.

2. Need support and scaffolding by the teacher

Children build knowledge through other people, specifically interactions with adults or more competent people. The role of adults is significant for children's learning process. In the classroom, in the learning process, an essential role for the teacher is scaffolding. There are several suggestions that EYL teachers can use regarding scaffolding techniques, including making interesting assignments, making tasks simple, trying to keep students focused on the task, modeling the task, using different ways to do the task, and finally, controlling student frustration when carrying out a task.

3) How Children Learn Language

1. Need a learning environment similar to first language acquisition

Children may be able to use a similar process to acquire their first language (L1) and their second language (L2). However, the L1 and L2 environments may be different. L1 environments usually use authenticated and contextualized. Children are motivated to learn and use the language because they need responses

from those around them. For example, if the child asks for a glass of milk, s/he will learn how to ask for the milk. This differs from the L2 environment, which has the opposite characteristics because the language used is artificial and not based on real life. In the L2 classroom, language learning focuses on form and structure rather than context, where the message is more important than the form. If the language is not meaningful and contextual for children, motivating them to participate and learn is difficult.

Therefore, teachers must be able to create meaningful learning activities that suit them and relate to their first language, such as singing, storytelling, writing, reading, etc.

2. Learn language through lots of meaningful exposure and practice

In an L1 environment, children are surrounded by native speakers. They can learn and observe from any context. This source of meaningful language exposure in an authentic context can help students build language naturally and quickly. However, this differs from learning English as a second language or L2. Usually, children only learn English in class where time is limited. To create an optimal environment for learning English, classes must be understandable and appropriate to the student's current level of English. Teachers can use visual learning media, realia, and gestures.

Teachers can also allow children to practice using English besides using meaningful teaching media. Without sufficient opportunities for output production, children cannot test their hypotheses about how English works.

3. Do not learn language through explicit grammatical explanations

The approach to teaching grammar must match how students learn. The most effective approach is learning-centered. Children learn by doing. Children will not learn grammatical explanations explicitly but learn more implicitly through repetition and recycling of language in various contexts.

2.2 Study of the Relevant Research

Several studies reveal teaching grammar using Task-Based Instruction. Those studies are:

A study by NamazianDost et al. (2017) researched the effect of using task-based language teaching on the development of the grammar of EFL students in junior high schools in Iran and their motivation towards English. The research method they use is quantitative experimental research. A total of 80 people were selected to become participants. They were divided into two subgroups, namely, control and experimental groups. Before starting the treatment, a validated teacher made a grammar test regarding the materials supposed to be covered in both groups, which was administered to them as the pre-test. Moreover, a motivation questionnaire was given to both groups at the beginning and the end of the study. Then, the experimental group received the treatment, which was teaching and learning grammar through task-based language teaching, and the control group received traditional teaching, which was teaching grammar through instruction on examples and drills proposed by the teacher. After 12 treatment sessions, the two groups were administered the same teacher-made grammar test as the post-test. The results of the motivation questionnaire show a significant difference between the experimental and control groups' motivation in the post-test of a questionnaire, which implies that the experimental group's motivation increased significantly. The results suggest that task-based language teaching can be used in English classes to develop grammar ability among Iranian EFL learners.

Another related research study was conducted by Dragobuzhda (2020). This quantitative research is about the effect of grammar knowledge on students taught grammar through task-based language teaching and those who are not, and the role of TBLT. 40 teachers were chosen to participate in this study and agreed to fill out the questionnaires. The 40 teachers consist of 26 of the teachers were in secondary school, 10 of them were high school teachers, and 4 of them were teachers at private secondary school. Out of 40, 32 were females, and only 8 were men. 20 questionnaires were handed over to 20 teachers, whereas the other 20 were sent through mail and messenger. They were distributed a questionnaire of 11 questions, which were all multiple-choice questions. The results showed that TBLT significantly raises grammar knowledge in students and provides meaningful results

compared to traditional grammar teaching methods. TBLT should be a considerable alternative and be used in teaching grammar.

Meanwhile, Nurhayati (2019) investigated the perspective of analyzing online media text using task-based learning to learn basic grammar. The research was conducted through a qualitative approach. Qualitative. The participants involved 45 Indonesian undergraduate students taking introductory English grammar courses with online media text. The number of informants will be based on the willingness of students to be interviewed. The result showed that the benefits of a task-based instruction strategy in teaching Basic English Grammar can be the ability to deeply understand the materials, good cooperation, memorizing, managing time effectively, identifying the kinds of grammar parts, and increasing communication abilities.

From a previously related explanation, it can be seen that all researchers positively impact the use of Task-Based Instruction in English language teaching, especially English grammar. The difference between this research and the research above is that this research was carried out in an elementary school using qualitative methods.