

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of related literature used in this study. The points are grammar mastery, simple present tense, teaching grammar at secondary level, STAD technique, the advantages and disadvantages STAD technique and previous studies.

#### **A. Grammar Mastery**

Some experts have different opinion about grammar. According to Huddlesston and Pullum (2010:1) grammar deals with the form of sentences and smaller units such as clauses, phrases, and words. While Lock (1997:1) argues grammar is set of rules which specify all the possible grammatical structures of the language including two aspects. They are arrangement of word and the internal structure of word. Moreover, Savignon (1997: 40) said that person demonstrates grammatical competence not by stating the rules, but by using the rules. It involves the ability to apply grammatical rules to form grammatically correct sentences. Furthermore, Richards and Schmidt (1983: 7) said that such competences focus directly on the knowledge and skill required to understand and express accurately the literal meaning of utterance. For them, the grammatical competence will be an important concern with

features and rules of language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantic.

From the theory above, the indicators of grammar mastery includes:

- a. The ability to choose accurate word (word meaning).
- b. The ability to match the number (singular or plural) in the sentence.
- c. The ability to arrange words in order to form grammatically correct and meaningful sentence.

So, it can be concluded that grammar mastery is understood as knowledge and ability to use the grammatical structures of a language and use them effectively in sentence.

## **B. Tense**

Tense is one of the most controversial areas of grammar. Tense is a linguistic concept: it denotes the form taken by the verb to locate the situation referred to in time, i.e. to express the temporal relation between the time of the situation in question (Declerck, 2006:22). It can be concluded that tense is the form of a verb which is take to show the time it happened.

According to Azar (1999), there are three main tense, they are simple present, simple past, and simple future.

<b>Tense</b>	<b>Examples</b>	<b>Meaning</b>
Simple Present	<ul style="list-style-type: none"> <li>- It <i>snows</i> in Alaska.</li> <li>- Tom <i>watches</i> television every day.</li> </ul>	In general, the simple present expresses events or situations that exist <i>always, usually, habitually</i> ; they exist now, have existed in the past, and probably will exist in the future.
Simple Past	<ul style="list-style-type: none"> <li>- It <i>snowed</i> yesterday.</li> <li>- Tom <i>watched</i> television last night.</li> </ul>	<i>At one particular time in the past</i> , this happened. It began and ended in the past.
Simple Future	<ul style="list-style-type: none"> <li>- It <i>will snow</i> tomorrow.</li> <li>- It <i>is going to snow</i> tomorrow.</li> <li>- Tom <i>will watch</i> television tonight.</li> <li>- Tom <i>is going to watch</i> television tonight.</li> </ul>	<i>At one particular time in the future</i> , this will happen.

(Azar, 1999:2)

Actually there are sixteen tenses in grammar; they are Simple Present tense, Present Continuous tense, Present Perfect tense, Present Perfect Continuous tense, Simple Past tense, Past Continuous tense, Past Perfect tense, Past Perfect Continuous tense, Simple Future tense, Future Continuous tense, Future Perfect tense, Future Perfect Continuous tense, Past Future tense, Past Future Perfect tense, Past Future Continuous tense, and Past Future Perfect Continuous tense (Wijaya: 199). In this research, the researcher focuses on Simple Present tense. So, the researcher only describes deeply those.

## Simple Present Tense

The simple present tense is one of several forms of present tense in English. It is used to describe habits, unchanging situations, general truths, and fixed arrangements. The simple present tense is simple to form. It is formed by using the root form or by adding –s or –es at the end.

### The Formula:

Verbal Sentence	
Affirmative (+)	S + V1 + s/es + O
	We often study together.
Negative (-)	S + Do/Does + not + V1 + O
	We do not often study together.
Interrogative (?)	Do/Does + S + V1 + O
	Do we often study together?

Nominal Sentence	
Affirmative (+)	S + to be (is am are) + Adj/Noun/Adv.
	You are diligent boy.
Negative (-)	S + to be (is am are) + not + Adj/Noun/Adv.
	You are not diligent boy.
Interrogative (?)	To be (is am are) + S + Adj/Noun/Adv.
	Are you diligent boy?

### Time Signal

There are several time signal in simple present tense; they are every day, every week, every ..., often, always, sometimes, usually, once, twice.

Subject	Sentence		
	Verbal		Nominal
	(+)	(?)	
I		Do	Am
You			Are
We			
They			
He	s/es	Does	Is
She			
It			

(Wijaya: 204)

The simple present tense is used:

- To express habits, general truths, repeated actions or unchanging situations, emotions, and wishes:

- Habit;

I smoke.

He drinks coffee at breakfast.

My mother only eats bread.

- General truths;

The Earth revolves around the Sun.

Water freezes at zero degrees.

Surabaya is a crowded city.

- Repeated actions or events;

It rains every night.

He drives to Malang every month.

- Unchanging situation;

I work in Surabaya.

- To give instructions or directions;
  - You walk for three hundred meters, then turn right.
  - Open your wallet and give me some money.
- To express fixed arrangements, present or future;
  - Your exam starts at 08.00.
  - My father arrives tomorrow.
- To express future time, after some conjunction: after, when, before, as soon as, until;
  - He will give it to you when you come next Wednesday.
  - She will see you before she leaves.

**Notes:**

- ✓ In the third person singular the verb **always ends in –s**;  
*he wants, she needs, he gives, she thinks.*
- ✓ Negative and question forms use **Does** (=the third singular person of the auxiliary ‘Do’) + the infinitive of the verb;  
*He wants ice cream. Does he want strawberry? He does not want vanilla.*
- ✓ Verbs ending in **–y** : the third person changes the **–y** to **–ies**;  
*fly -> flies, cry -> cries*  
**Exception:** If there is a vowel before the **–y**;  
*Play -> plays, pray -> prays*
- ✓ Add **–es** to verbs ending in: **-ss, -x, -sh, -ch**:  
*he passes, she catches, he fixes, it pushes*

### **C. Teaching Grammar at Secondary Level**

Based on curriculum 2013, Kemendikbud hope the students have good character, relevant skills and knowledge related to the subject studied at school. To achieve this goal, the Ministry of Education and Culture expects that the teaching materials used by the teachers in the relevant classes with the competencies needed, contain essential material, and in accordance with the level of development of students. The learning process that occurs in schools should be student-centered, contextual, and textbooks that are used in the classroom must contain the learning process, scoring system that educates and competencies that are expected.

To achieve the goals and targets that have been determined, English teaching must enable students to communicate politely in oral and written communication for various need (eg. Building social relationship, and developing insights through information exchange). The value of politeness that prevails in civilized society is the basis of communication that must be upheld, including tolerance, respect for interlocutors, cooperatives, self-confidence, creativity, diligent, tenacity, and carrying themselves with tenderness and sincerity.

According to Widodo (2006), In teaching grammar, there are two approaches which can be the strategy to teach grammar.

- 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. 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. To sum up, the deductive approach commences with the presentation of the 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, Michael Swam in Thornburry (1999:32) guideline when the rule is presented. They are;

- a. The rule should be true;



- b. The rule should show clearly what limits are on the use of a given form;
- c. The rule need to be clear;
- d. The rules ought to be simple;
- e. The rules needs to make use of concepts already familiar to the learners; and
- f. The rules ought to be relevant.

The most important, when the rules are presented in the deductive approach, the presentation should be illustrated with example, short, involve students and allow them to have chance to personalize the rule. Shaffer (1989) stated when grammar is presented deductively it will be easier for learners to understand the written or spoken form of language as learners aware of the rules.

- Inductive approach

In the case of pedagogical grammar, most experts argue that inductive approach can also be called rule-discovery learning. It suggests a teacher teach grammar start with some examples, so the learners understand grammatical rules from the examples. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written. This approach involves learners' participating actively in their own instruction. Gollin (1998) stated that inductive teaching

is bottom-up approach that gives learners greater responsibility for their own learning.

#### **D. STAD Technique**

Student Teams Achievement Division (STAD) is a cooperative learning developed and researched by Slavin at Johns Hopkins University.

There are five major components in STAD; class presentation, teams, quizzes, individual improvement scores, and team recognition (Slavin, 1995).

##### **1. Class Presentations**

In this component, the teacher gives the role of instruction. It is directly conducted by the teacher. Actually, class presentation in STAD is same as usual teaching, the differences is the students must pay more attention in this class presentation, because it will help them doing in while discussing in the team and on quizzes, and their quiz scores determine their team scores.

##### **2. Teams**

Teams normally consist of four or five students who represent a cross-section of the class in terms of academic performance, sex, and race or ethnicity. The important point is do not let the students to choose their own team, because they tend to choose other like themselves. As the teams, the members of each have responsibility to make sure they are learning, and, more specially, to prepare its members to do well on the

quizzes. After the teacher gives explanation about the material, the team meets and discusses worksheets or the material.

### 3. Quizzes

The students have to take individual quizzes after experiencing one or two periods of teacher presentations and one to two periods of team practice. The students work individually and they are not allowed to ask or help the other students during the quizzes.

### 4. Individual Improvement Scores

This component gives each student a performance goal that can be attained if they are work harder and perform better in their individual quizzes. Each student can contribute maximum points to their team. They will be given a base score based on their previous quiz score. Individual improvement score in this terms means the point that students get from the degree of individual quiz scores exceed their base scores (Umar: 2015). The rule is as follows:

- a. Quiz score more than 10 points below base score = 0
- b. Quiz score 10 points below to 1 point below base score = 10
- c. Quiz score base score to 10 points above base score = 20
- d. Quiz score more than 10 points above base score = 30
- e. Perfect paper = 30

### 5. Team Recognition

Teams may gain certificates or other rewards if their scores reached a certain criterion.

Team average: 15-19 points = Good team  
20-24 points = Great team  
25-30 points = Super team

### **E. The Advantages and Disadvantages of STAD Technique**

As explained before, STAD technique is a cooperative learning which is consisting of four/five students in each group. Some advantages and disadvantages can be gained when teaching using STAD. The advantages using STAD technique is can motivate the students to encourage and help each other in the group, drilled the cooperation of the team, and the condition of learning process more relax because they sharing with their friends and the disadvantages of using STAD is need more time in the teaching and learning process.

### **F. Procedures of STAD Technique**

This is the procedure of STAD Teachnique adapted from Shaaban and Ghaith (2005);

1. The teacher prepares the material:
  - A teaching point about the lesson that will be taught by the teacher,
  - Worksheet: one copy per students' group,
  - A quiz: one copy for each students,
  - An answer key: one copy per group,

- Team recognition form.
2. The teacher forms the students in each group consist of four or five members heterogeneously.
  3. The teacher asks members to gather with their group.
  4. The teacher gives class presentation to present the material.
  5. The teacher gives each group one worksheet.
  6. The teacher asks students to complete the task according to the rules:
    - Students have responsibility to make sure all their teammates have learned the material,
    - No one is finished studying until all teammates have mastered the material,
    - Teammates should ask their friend before asking the teacher,
    - Teammates may talk softly.
  7. The teacher gives an answer key to each group and the students use the worksheet answer key to correct their work.
  8. The teacher gives students an individual quiz and the member of the groups does not help their friends to answer the question.
  9. The students' correct their quizzes using an answer key to determine their improvement point according to the guidelines adapted by Slavin (1995).
  10. The teacher recognizes the score of students using team recognition forms and determines team awards based on the criteria.

## G. Previous Studies

In concluding this research, the researcher reads some previous studies related to this research. The researcher found some references from the previous studies that have been read by the researcher.

The first study was conducted by Umar (2015). She conducted the research about STAD technique in teaching reading focus on discussion text in third grade students of senior high school Fatahilah Jakarta. The result of the study showed that in teaching reading discussion text through Student Teams Achievement Divisions (STAD) technique was successful since the criteria of success was achieved. The criterion of success of this research is 85% of students who can pass the *Kriteria Ketuntasan Minimal (KKM)* which is 75. The findings of research are: (1) Related to the test result; the result of the post test 2 shows 133 students passed the KKM from 15 students; (2) related to the questionnaire result, it shows student have a good improvement in learning reading of discussion text after implementing Students Team Achievement Division (STAD) technique in the teaching learning process; (3) related to the observation result, the students were more active and interested in learning reading activity in the classroom. This previous study used Classroom Action Research.

The second study was conducted by Astuti (2014). She conducted a research of the practice of reading comprehension focus on descriptive text by using STAD technique in second grade students of junior high school 35 Semarang. The result of the study showed STAD technique can

improve the practice of reading comprehension by stimulate students to do some practices and also have better behavior for studying and motivating students. This previous study used Classroom Action Research.

The third study was conducted by Tohamba (2017). She conducted a research about improving the students' reading focus on narrative text by using STAD technique in third grade students of senior high school 7 Kendari. The result of the study showed STAD technique as cooperative learning model can improve the students' reading achievement. It reflected from the improvement the students' score reading test in every cycle (there are 2 cycles in this previous study). This previous study used Classroom Action Research.

The fourth study was conducted by Mufidah (2013). She conducted a research about STAD technique to teach reading in second grade students of MTs Aswaja Tunggangri Kalidawir. The result of the study showed STAD technique was effective in students' reading comprehension. This previous study used pre-experimental research design.

Based on the previous studies mentioned above, all of them have differences and similarity with this research. The similarity is on the variable which uses STAD technique. The differences are on the subject, field and research design. The subject of this research is seventh grade students of MTs Al Huda Bandung. This research used grammar as field and quasi-experimental research design.