

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the main topics of this study about using hot potatoes quiz towards students' grammar achievement in simple present tense. This includes grammar, hot potatoes quiz, and previous study.

A. Grammar

1. Definition of Grammar

Although grammar in term language, the term also applied to different of human communication. Based on Kress and Van Leeuwen (1996:1) as cited Hellen & Joyce (1999: 4), just a grammars of language describe how word combine into clause, sentences and texts, so our visual grammar will describe the way in which depicted people, places and things combine in visual statements of greater or lesser complexity and extension.

Grammar is essentially about the system and patterns we use to select and combine words (Joyce and Burns, 1999: 4). In order to communicate we must share a common system, which in 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 essential systems. People must know about grammar in order to use the language appropriately in social contexts.

Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Based on the statement above grammar is some combining by the word with another word.

According to Thornbury (2000: 1), grammar is a description of the rules that govern how a language's sentences are formed. It's mean that the grammar is some rules that are must be obedient by the writer in writing. Grammar is conventionally seen as the study of the syntax and morphology of sentences. Syntax is the system of rules that cover the order of words in a sentence, while the systems of rules that cover the formation of words is called morphology (Thornbury, 2000: 2).

Grammar can be defined as the possible forms and arrangements of words in phrases and sentences (Paulston and Bruder, 1982: 13). According to Nunan (2003: 154), grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Hornby (2010: 559) defined grammar as the rules in a language for changing the form of words and joining them into sentences. Grammar is also the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2007: 362).

People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar. The mechanism of grammar cannot be seen concretely, because it is rather abstractly represented in the human mind, but we know it is there because it works. One way of describing this mechanism is by means of a set of rules which allow us to put words together in certain ways which do not allow others. The meaning of a message conveyed by language has to be converted into words put together according to grammatical rules and these words are then conveyed by sounds.

2. The Ways of Teaching Grammar

There are many ways to teach grammar. But, basically there are two ways in teaching grammar, that are by using descriptive (rule-driven) and inductive (rule-discovery) approaches (Thornbury, 2000: 29).

a. Deductive approach

A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.

1.1 The Advantages of Deductive Approach

According to Thornbury (2000: 30), the advantages of a deductive approach are:

- a. It gets straight to the point, and can be therefore be time-saving. Many rules- especially rules of form- can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.

- b. It respects the intelligence and maturity of many- especially adult- students, and acknowledges the role of cognitive processes in language acquisition.
- c. It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
- d. It allows the teachers to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

1.2 The Disadvantages of Deductive Approach

According to Thornbury (2000: 30), the disadvantages of deductive approach are:

- a. Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient metalanguage (i.e. language used to talk about language, such as grammar terminology). Or they may not be able to understand the concepts involved.
- b. Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.
- c. Explanation is seldom as memorable as other forms of presentation, such as demonstration.
- d. Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

1.3 The Teaching Techniques in Deductive Approach

Technique is a way of doing an activity which needs skill (Walter, 2008). In deductive classroom, the teacher gives a grammatical explanation or rule

followed by a set of exercises designed to clarify the grammatical point and help the learners master the point. Knowing the rules has little or no effect on language proficiency since natural language learning does not involve learning rules. However, the students need to learn rules simply to pass exams (Wickham, 2012).

b. Inductive Approach

An inductive approach starts with some examples from which a rule is inferred. Grammar is taught inductively, that is to say, language patterns are presented and practiced, but the rules are not explicitly given.

1.1 The Advantages of Inductive Approach

According to Thornbury (2000: 54) the advantages of inductive approach are:

- a. Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
- b. The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.
- c. Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.
- d. It is an approach which favors pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.

- e. If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- f. Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

1.2 The Disadvantages of Inductive Approach

According to Thornbury (2000: 54), the disadvantages of inductive approach are:

- a. The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.
- b. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.
- c. Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.
- d. It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.
- e. However carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation.
- f. An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.

1.3 The Teaching Techniques in Inductive Approach

Technique is a way of doing an activity which needs skill (Walter, 2008). In inductive classroom, the teacher works from principles to examples. The teacher presents the learners with samples of language and through a process of guided discovery, get them to work out the principle of rule for themselves. According to Wickham (2012), there are six techniques of using inductive approach, they are stories, songs and chants, games, nursery rhymes and poems, plays and dialogues, and puppets. Those techniques are more effective than drilling the rules because:

- a. The students defeat boredom
- b. The students encourage natural learning
- c. The students can still practice the grammar rules

Hot potatoes quiz is actually a kind of games. The games are one kind of techniques to teach grammar in inductive approach.

3. Teaching Grammar

In English learning, grammar is very important. In English learning there were some rule on written, spoken. It means that the student must learn about grammar. The students not only learn grammar but also, they must practice, and understand grammar deeply. So that, the students ability in grammar will increases and understanding the grammatical form of a sentence, the students will be easy to learn English. Grammar permeates all language skills, and the objective of teaching grammar is the oral use of the target language or communicative purposes (Paulston and Bruder, 1982: 13).

Teaching of grammar is a much debated topic in language learning. Different expert have given different opinion about teaching of grammar. According some, the language cannot be learnt without studying of grammar of the language. Nevertheless, some people say that the students who study grammar are often able to solve grammar exercise, but do not write correct speech (Patel and Jain, 2008: 141).

Halliday, at the *Working Conference on Teaching Functional Grammar* in 1992 at Wollongong University, listed nine characteristics of grammar which he believes were important in making grammar part of educational contexts (Joyce and Burns, 1999: 30- 31). Halliday's nine characteristics of grammar can be seen in table 1.1.

Table 1.1 Halliday's Nine Characteristics of Grammar

Grammar should be	Relevance to learning in an educational setting
Negotiable	Students need to see grammatical explanation as an area of discussion and discovery. If grammar is seen as a resource which language users draw on differentially to achieve social purposes, then they can approach grammar as an area of debate such as occurs in other areas of learning.
Reliable	Grammar should be able to explain all instances of real language use through relating language choice to social context and purpose.
Accessible	Grammar should be available to all learners as an explanation of how language works in particular context available to them as a resource for their own language learning and use.
Communicable	It should be possible to discuss the systems of the language as they relate to choice within social contexts. This will require the development of a metalanguage which students can use to explain language choice in the same way as they develop technical language about other fields of learning.

Choosable	Grammar should be seen as fundamental to the process of language choice, and students should develop confidence in their ability to use language consciously to achieve their social and educational ends.
Useable	Students should be able to use grammar consciously and confidently in their development of spoken and written discourse.
Definable	It should be possible for students to define grammar and to explain how it works in the development of discourse and to relate this to the uses they make of language within social and educational contexts.
Flexible	Grammar should be able to account for language variations which occur in different social contexts. A flexible grammar would be able to explain different uses of language without resorting to condemnation of certain instances as incorrect.
Justifiable	Students should be able to use their knowledge of grammar to justify the language choices they make within social and educational contexts.

There are many ways to view the grammar of a language, and many ways to reach it. However, for language teacher there is essential decision which will influence the way they approach grammar in the classroom. According to Joyce and Burns (1992: 29), teacher need to decide whether they see grammar as a set of predetermined rules or whether they see a grammar as a systematized resource which language user draw on differentially to meet their communicative needs.

4. Simple Present Tense

Based on Richards and Schmidt in Longman Dictionary (2010: 59) tense is the relationship between the form of the verb and the time of the action or state it describes. In English, verbs may be in the past or present tense. However, the present tense form of the verb is also used in:

- a. timeless expressions: The sun rises in the east.
- b. for future events: I leave/am leaving next Monday.

- c. past events for dramatic effect: Suddenly she collapses on the floor.

Based on Kardimin (2004: 156) simple present tense explain about event that occurred in this time in form simple or some job or action that do it repeatedly, or event or act that there is no connection with the time.

According to Murphy (2012: 4), we use the present simple to talk about things in general. We are not thinking only about now. We use present simple to say that something happens all the time repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking. According to Azar and Hagen (2009: 11), the simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements or facts. For example:

- a. Nurses look after patients in hospitals.
- b. I usually go away at weekends.
- c. The earth goes round the sun.

Present simple is also used when we say how often we do things, for example: I get up at 8 o'clock every morning.

a. The Patterns of Simple Present Tense

- 1) For verbal sentences

Verb is word or that expresses an action.

The pattern:

(+)

Subject + verb₁ + (-s/ -es) + object/ complement
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Example: (to make) → I make my bed every morning.

(-)

Subject + do/ does + not + verb₁ + object/ complement

Example: (to go) → Citra doesn't go to school by bike.

(?)

Do/ Does + subject + verb₁ + object/ complement + ?

Example: (to live) → Do you live on Jl. Kasuari?

In negative and interrogative verbal sentences, we use auxiliary “do” and “does.”

I, you, they, we	Do
He, she, it	Does

If the subject is the third singular, the verb must be added by -s/ -es. All verbs are added by -s, except the following below.

a) Verbs ended by letter “o”

For example:

- To go → She often goes to school by car.

b) Verbs ended by sibilant (ch, sh, ss, x)

For example:

- To teach → Mr. Aldo teaches English every day.

- To wash → Miss. Yeni always washes her own clothes.

- To dress → The girl usually dresses neatly.

- To fix → The man often fixes broken cars.

- c) Verbs ended by letter “y” → If there is consonant in front of it → It changes into -ies.

For example:

- To study → She studies hard every day.

- d) To have → If the subject is the third singular, it changes into “has”.

For example:

- To have → My uncle has a new car.

Adverb of time:

- | | |
|----------------------------|----------------|
| 1. Always | 6. Every day |
| 2. Usually | 7. Every year |
| 3. Often/ frequently | 8. Every |
| 4. Sometimes/ occasionally | 9. Generally |
| 5. Seldom/ rarely | 10. Etc. |

- 2) For non verbal sentences

Non verbal items consist of adjective, noun, and adverb. Adjective tells us about a thing or person. Noun is a thing or person. Adverb tells us about a verb. In non verbal sentences, we need to add *to be* in the sentences. The *to be* includes *is*, *am*, and *are*.

The pattern:

(+)

Subject + to be + A.N.A.

Example: (to be) → The boy is a student.

(-)

Subject + to be + not + A.N.A.

Example: (to be) → We are not lazy.

(?)

To be + subject + A.N.A.+ ?

Example: (to be) → Is Mira smart?

*A.N.A. = Adjective/ Noun/ Adverb

Subject	To be
I	Am
He, she, it	Is
You, they, we	Are

B. Hot Potatoes

1. Definition of Hot Potatoes

The Hot Potatoes suite includes six applications, enabling you to create interactive multiplechoice, shortanswer, jumbledsentence, crossword, matching/ordering and gapfill exercises for the World Wide Web. Hot Potatoes is not freeware, but it is free of charge for those working for publiclyfunded nonprofitmaking educational institutions, who make their pages available on the web. Other users must pay for a licence. Check out the Hot Potatoes licensing terms and pricing on the HalfBaked Software Website.

Next, according to Catartica (2008), hot potatoes is an application to create interactive quizzes in the form of web pages. The hot potatoes suite includes six

applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. Another opinion said that the hot potatoes software suite is a set of six authoring tools enabling the creation of activities in a variety of quiz styles that run smoothly in any web browser (http://www.cel.nie.edu.sg/launchpad/etsupport/Guides/Hot_Potatoes/hotpot_overview.pdf). From the descriptions above, it can be concluded that hot potatoes quiz is an application gotten from installing the program and can be used to create any types of quizzes in web pages form. In hot potatoes, teachers may add pictures, videos, or sounds to make the appearance of the exercises more interesting for the students.

2. General description of the program

Exercises are made in two steps. First, you create the so-called 'data file' which has a HotPotato XML extension (like .jcw or .jcl). This file is useless without the Hot Potatoes program but is used to edit the exercises later. The exercises are exported to web-based exercises (which have the HTML extension .htm) which can be displayed anywhere on the Web. Note that you cannot reload the web pages into the program, so it is important to save your data files. Before creating a Hot Potato exercise, you need to think about what you want to achieve with it. Do you want students to learn vocabulary items? Then the gap text (JCloze) or the short answer quiz (JQuiz) are the best choices. If you wish to test text comprehension, the multiple choice (JBC) or matching (JMatch) exercises are more suitable (http://www.AnintroductiontoHotPotatoes.com/hot_pot.pdf).

3. Kind of Program

There are six programs in hot potatoes software; they are JQuiz, JCloze, JCross, JMix, JMatch, and the Masher

(http://www.cel.nie.edu.sg/launchpad/etsupport/Guides/Hot_Potatoes/hotpot_overview.pdf)

a. JQuiz

This program is used to create question-based exercises consisting of an unlimited number of questions. In JQuiz program, specific feedback can be provided both for right answers and wrong answers or distractors. The student can ask for a hint in the form of a "free letter" from the answer. There are four different types of questions in this program:

(https://hotpot.uvic.ca/hotpot6_help.pdf).

1) Multiple Choice Questions

In multiple-choice questions, the student chooses an answer by clicking on a button. If the answer is correct, the button caption will change to a smiley face :-), and if it is wrong, it will change to an X (you can configure these bits of text in the configuration screen). In either case, the student will see feedback specific to that answer, explaining why it is right or wrong (assuming you write the feedback when you make the exercise!). If the answer is wrong, the student can continue choosing answers until a correct answer is selected. The score for each question is based on the number of tries taken to get a correct answer. Once a correct answer

is chosen, the scoring is "frozen", but the student can still click on buttons to see the feedback for other answers without penalty.

2) Short Answer Questions

In short-answer questions, the students has to type the answer into a text box on the page, and press a Check button to see if it is correct. The page will try to match the student's answer to a list of correct or incorrect answers you have defined. If a match is found, the feedback for that answer will be shown. If not, then the page will try to find the nearest match among the specified correct answers, and signal to the student which parts of their answer are right and which parts are wrong. The score for each question is based on the number of attempts the student makes before getting a correct answer. You can also include a Hint button, which will give the student one letter of the answer; using the Hint button incurs a penalty on the score.

3) Hybrid Questions

A hybrid question is a combination of multiple-choice and short-answer questions. In this type of question, the student is first presented with a text box and asked to type the answer. However, if the student fails to get the answer right after a specified number of tries (which you can configure in the configuration screen), the question changes to a multiple-choice question to make it easier. When you are creating a hybrid question, you will see an extra checkbox on the right: Include in MC answers. Check this checkbox for any answer you want to appear as part of the multiple-choice answers in the second phase of the question.

For example, your short-answer question may include four predicted correct answers which would be acceptable, but you probably only want to include one of them as a multiple-choice option.

4) Multi-Select Questions

A multi-select question asks the student to select several of a specific set of items. The idea here is that the student must select all the correct items, and not select all the wrong items. This type of question might take the format "Which of the following are nouns?", followed by a list of words. The student must check all the nouns, but not check any answers which are not nouns, then press a Check button. If the answer is not completely correct, the student will see a readout of the number of correct choices, and one piece of feedback; this would be the feedback from the first item in the list which was either selected when it should not be selected, or not selected when it should be selected.

b. Jmix

This program is suitable to create questions in the form of jumble words and sentences. Teachers can specify as many different correct answers as they want, based on the words and punctuation in the base sentence and a hint button prompts the students with the next correct word or segment of the sentence if needed. JMix contains two types of output format: standard and drag-and-drop.

c. Jcross

This program can be used to create crossword puzzles. You can use a grid of virtually any size. A hint button allows the student to request a free letter of the correct answer if help is needed.

d. JMatch

This program is to create matching or ordering exercises. A list of fixed items either pictures or text appears on the left with jumbled items on the right. This can be used for matching vocabulary to pictures or translations, or for ordering sentences to form a sequence or a conversation. JMatch contains three types of output format:

- 1) standard: uses a drop-down list of items and is recommended if the question has more than eight items, and if those on the right are text only.
- 2) drag-and-drop: recommended if the question only has a few items, and particularly if the items are images. This format is not recommended for more than eight items because scrolling down the page will make dragging and dropping more difficult.
- 3) flashcard: useful for helping students memorize matching items or images and words.

e. JCloze

This program is to create gap-fill exercises. Unlimited correct answers can be specified for each gap, and the student can ask for a hint and see a letter of the correct answer. A specific clue can also be included for each gap. Automatic scoring is also included. The program allows gapping of selected words, or the

automatic gapping of every n th word in a text. The JCloze program creates gap-fill exercises. Unlimited correct answers can be specified for each gap, and the student can ask for a hint and see a letter of the correct answer. A specific clue can also be included for each gap. Automatic scoring is also included. The program allows gapping of selected words, or the automatic gapping of every n th word in a text (Mulhuda, 24. Vol:14, 2012)

f. The Masher

It allows teachers to combine different type of quizzes that they have already created. This is designed to create complete units of material in one simple operation. If teachers want to create sequences of exercises and other pages that should form a unit, they may find the Masher useful.

C. The Technique of Teaching Simple Present Tense Using Hot Potatoes

The technique of teaching simple present tense using hot potatoes is some activity in which the students work individually. Firstly, the researcher introduces or explains the material and tells about the application. In the hot potatoes application there are six applications there were jquiz, jcloze, jmatch, jcross, jmix, and the last was the masher and the researcher chooses one of them and then gives some quiz for the children. A hot potato is one of the learning media, and this learning media is very fun, because in the application there are some responses and the researcher believes that this application can help the students' ability in grammar. Then, the researcher gives some motivation for the student and conveys the learning material that has been prepared by the researcher. The researcher

gives the quiz based on one of the hot potatoes application. The researcher just took one assessment to get score, and just conduct one time to get score, and for assess the student ability in grammar in the end.

D. Previous Study

As we know that in hot potatoes there are several kind of game are JQuiz, JMix, JCross, JMatch, JCloze, that can be use to test or to improve the students' ability in grammar. Because of that the researcher looks for some research about grammar understanding and use hot potatoes.

The first a thesis written by Sofwan (2010) entitle "Teaching the Simple Past Tense by Using Teams Games Tournaments (TGT) (An Experimental Study at the Second Grade of SMP Islam Al-Mukhlisin Ciseeng Bogor). It was an experimental research with true-experimental design. The instrument of this research was test, those were pretest and posttest. In analyzing the data, the researcher used comparative technique. He used t –test to prove statistically whether there is significant difference between two variables. The researcher got the calculation that t_o was 25.87 and t –table of degree of significance 5% is 2.9 and 1% is 0.58 in $df = 58$. It means that teaching the simple past tense by using teams games tournaments is more effective than teaching the simple past tense by using Grammar Translation Method.

The second is a thesis written by Arumsari (2014) "The Effectiveness of Using Hot Potatoes Quiz towards Students' Grammar Achievement in Simple Present Tense at the Seventh Grade of MTs Al-Huda Bandung Tulungagung in

the Academic Year 2013/ 2014.” It was an experimental research with true-experimental design. The interpretation of this researcher stated that in significant level 5%, the calculation of t –count was higher than t –table ($6.582 > 2.037$) and the significance value was lower than the significant level ($0.000 < 0.05$). Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is any significant difference on the students’ grammar achievement in simple present tense before and after being taught by using hot potatoes quiz. Therefore, hot potatoes quiz is effective towards grammar achievement and it is suggested to be used in teaching grammar, especially at the seventh grade students of MTs Al-Huda Bandung Tulungagung.

Based on the previous studies above, the researcher was motivated to conduct a research related to the use of game in teaching grammar too. However, the researcher used a different kind of game. The researcher used test named hot potatoes Jcloze test to teach grammar. This research also used experimental research with quantitative approach. The grammar tense in this research focused on simple present tense. It used tests as the instrument, those were pretest and posttest. This research wanted to find out the effectiveness of using hot potatoes quiz in teaching grammar at the intermediate level. The effectiveness was known from the significant different scores before and after being taught by using hot potatoes hot potatoes JCloze test.