CHAPTER II

REVIEW OF RELATED LITERATURE

In order to sharpen the theoretical framework of this research, this chapter is devoted to review some relevant theories and studies concerning with the definition of grammar (a), the types of grammar (b), teaching grammar (c), the ways of teaching grammar (d), simple past (e), the game (f), teaching simple past tense using matching game (g), and previous research (h).

A. The Definition of Grammar

The study of grammar consists in part of looking at the way these forms are arranged and patterned (Thornbury, 1999: 1). Furthermore, Thornbury explains that traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Grammar attempts to explain why the sentence '*We are not at home right now'* are acceptable but why the sentence '*Not we are at right home now'* are not acceptable.

Actually there has been many definition stated by experts concerning to it as Gerot and Wignel (1994:2) had defined that grammar is a theory of language, of how language is put together and how it works. Cahyono and Widiati (2011:87) had defined also that Grammar is considered the most important as it serves as the foundation for more advanced language learning. Besides, Thornbury (1999:13) states grammar is defined as a description of the rules for forming sentences, including an account of the meanings that

these forms convey, and said that grammar and adds meanings that are not easily inferable from the immediate context. The kinds of meanings realized by grammar are principally: Representational that is, grammar enables us to use language to describe the world in term of how, when and where thing happen.

Addition from Joyce and Burn (1999: 4) that grammar is essentially about the systems and patterns we use to select and combine words. In order to communicate we must share a common system, which is why people who speak different language cannot understand one another. Thus, people must 'know' about grammar in order to use the language appropriately in social context.

Based on the definition of some expert above, the meaning of message is conveyed by language has to be converted into words put together according to grammatical rules, and these words are conveyed by sound. It is hoped that the rule of this grammar helps the readers, listeners, and the viewers to catch the main means of sentences or utterances that the writer or the speaker produces. In short, grammar means that the basic signals by which a language transmits its meanings. So learning grammar is a must when students are expected to acquire a language.

B. Types of Grammar

According to Joyce and Burns (1999: 6 – 15), there are three types of grammar; they are traditional grammar, formal grammar and functional grammar. Traditional grammar focuses on the rules of language and

concerned with whether an instance of language is grammatical or ungrammatical. Traditional grammar is concerned with labeling their items of language at the clause level and the word level. Formal grammar focuses on word classes within sentences and is essentially descriptive. It is concerned with the concept of an idea speaker and with separating grammatical sentences from ungrammatical sentences.

Functional grammars concerned with language in use, with how people use language in different social context. These functional grammars have begun to influence language teaching in all sectors. This approach to grammar sees language as a systematized resource which people draw on differentially, depending on what they are trying to achieve in different social and cultural contexts. Functional grammars are also concerned with labeling aspects of the language, but the aim is to identify what purpose the different items are achieving within sentences and within whole texts. Functional grammars also focus on groups of words that function to make meaning, rather than on individual word.

According to Gerot and Wignell (1994: 5), there are three grammars which have had a major influence on school in the western world in this century. They are traditional grammar, formal grammar, and functional grammar. Traditional grammar aims to describe the grammar of Standard English by comparing with Latin. Traditional grammar focuses on rules for producing correct sentences. In so doing, it has two main weaknesses. Firstly, the rules it prescribes are based on the language of a very small group of

middle-class English speakers. Thus, it can be used to discriminate against the language of working class, immigrant and Aboriginal students. Secondly, the rules deal only with the most superficial aspects of writing.

Formal grammars are concerned to describe the structure of individual sentences. Such grammars view language as a set of rules which allow or disallow certain sentence structures. While functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on texts and their contexts. They are concerned with not only the structures but also with how those structures construct meaning.

Based on explanation above, it can conclude that every type have different function to teach grammar in the class as traditional grammar, formal grammar and functional grammar. This research, the researcher use traditional grammar to teach grammar which is considered the material and the goal are teacher want and should be appropriate the syllabus of the school use.

C. Teaching Grammar

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 can't learn without studying 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 characteristic of grammar which he believed were important in making grammar part of educational context (Joyce and Burns, 1999: 30-31). Halliday's nine characteristics of grammar can be seen in table 2.1.

Table 2.1 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 purposes.
Accessible	Grammar should be available to all learners as an explanation of how language works in particular context available to them as 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 context.
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 language without resorting to condemnation of certain instance as incorrect.
Justifiable	Students should be able to use their knowledge of grammar to justify the language choices they make within social and educational context.

The teacher believed that the teaching of grammar uses repetition and rote drills in some language classrooms is more effectively. Whereas, these activities can make students get bored easily and uninteresting with the grammar teaching. This does not mean that there is no place for drills, but drills should be used in a meaningful and purposeful way (Larsen-Freeman, 1991: 49). Furthermore, teachers have to find any strategy to keep student's concentrate to the teaching, to make enjoy and have fun the lesson.

D. The Ways of Teaching Grammar

There are basically two ways in teaching grammar, that are by using deductive (rule driven) and inductive (rule – discovery) approaches (Thornbury, 1999: 49).

1. A deductive Approach

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

a. The Advantages of Deductive Approach

According to Thornbury (1999: 30), the advantages of a deductive approach are:

1) 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.

2) It respects the intelligence and maturity of many – especially adult students, and acknowledges the role of cognitive processes in language acquisition.

3) It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.

4) 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.

b. The Disadvantages of Deductive Approach

According to Thornbury (1999: 30), the disadvantages of a deductive approach are:

1) 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 concept involved.

2) Grammar explanation encourages a teacher fronted, transmission – style classroom; teacher explanation is often at the expense of student involvement and interaction.

3) Explanation is seldom as memorable as other forms of presentation, such as demonstration.

4) Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

2. An Inductive Approach

An inductive approach starts with some examples from which a rule is inferred.

a. The Advantages of Inductive Approach.

According to Thornbury (1999: 54), the advantages of an inductive approach are:

1) 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.

2) The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.

3) 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.

4) It is an approach which favors pattern and recognition and problem – solving abilities which suggest that it is particularly suitable for learners who like this kind of challenge.

5) If the problem – solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.

6) Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

b. The Disadvantages of Inductive Approach

According to Thornbury (1999: 54), the disadvantages of an inductive approach are:

1) 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.

2) 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.

3) 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.

4) 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.

5) However carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation.

6) 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.

E. Simple Past Tense

Tense is the relationship between the form of the verb and the time of the action or state it describes (Richards and Schmidt, 2010:590). Then, tense has relation with time in English is divided into three types: they are present tense, past tense and future tense. Whereas, tense which has relation with perfection level there are four types: they are indefinite, continuous, perfect, and perfect continuous.

In this research, the researcher will discuss about simple past focus on how to change simple verb into past participle verb. Simple past tense indicates that on activity or situation began and ended at a particular time in the past. Since verbs change form to show the time of the action, there are two kinds of verb in the simple past tense. There are: (1) Regular verb and (2) Irregular verb. When Indonesian students face the simple past tense, they sometimes make some errors in the changing verb, as in Indonesia there is no changing verb because of the changing time.

According to Celcia-Murcia and Larsen Freeman as cited Arisa Setianingsih Thesis (2010: 76-77) has several reasons why learners may make mistakes in using regular verbs and irregular verbs. They may:

a) (Consciously or unconsciously) have learned the wrong form of a particular verb.

b) Be guessing the form because they do not know what it is.

Richards and Schmidt (2010: 493) defines that regular verb is a verb which has the most typical forms in its language for grammatical categories such as tense or person. I written English regular verbs, form the past tense:

(a) by adding –ed to the verb base; *walk* → *walked*

(b) by adding –d to the base; *smile* → *smiled*

(c) by changing –y → -ied; *cry* → *cried*

Then, Irregular verb can be formed by suffixation or by changing the vowel and consonant from the stem. According to Frank (1972: 61-66), There are five groups of irregular past tense:

a) Verbs that do not change to past tense form.

Verb I	Verb II	Verb III
Cost	Cost	Cost
Hit	Hit	Hit
Put	Put	Put
Cut	Cut	Cut

b) Verbs that undergo a vowel change and add consonant.

Verb I	Verb II and Verb III
Feel	Felt
Meet	Met
Sleep	Slept
Buy	Bought
Teach	Taught
Catch	Caught

c) Verbs that undergo an internal vowel change for past tense but have no distinct form the past participle.

Verb I	Verb II and Verb III
Wind	Wound
Find	Found
Say	Said
Hear	Heard

d) Verbs that undergo internal vowel change for past tense and for past participle.

Verb I	Verb II	Verb III
Choose	Chose	Chosen
Speak	Spoke	Spoken
Draw	Drew	Drawn
Grow	Grew	Grown
Write	Wrote	Written

e) Verbs that also undergo internal vowel change for past and for past participle.

Verb I	Verb II	Verb III
Begin	Began	Begun
Drink	Drank	Drunk
Sing	Sang	Sung
Swim	Swam	Swum

F. The Game

1. The Definition of Game

Since learning grammar or structure is difficult, it makes students are bored and teachers are expected to find the effective way to help students in learning English. Games can help the students to revise

language they learn. Games also help the teacher to create contexts in which the language is useful and meaningful. Wright et al (1983:1) define that "game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others". Hadfield (2003: 4) said that game is an activity with rules, a goal, and element of fun.

2. The Kinds of Game

According to Hadfield (1999: 4) there are two kinds of games, such as:

a. Competitive game

Competitive game is one in which players or teams race to be first to reach the goal. The players do competition to be the winner. The strength of this game is the players as well as possible and independently, in order to get highest point. The weakness of this game is competition damages self-esteems, destroys relationships, and impedes the development of trust. It will lead to envy distrust, and aggression, and it can be concluded that all competition is harmful to children.

b. Cooperative game

Cooperative game is one in which players or team work together towards a common goal. Key word of this game is team work together. Players in each team work together to reach common goal. We can get many advantages by playing cooperative game. In cooperative games, children work together as a team to beat some elements in game.

Matching game is one of games that can be included in both competitive and cooperative game. That is why playing matching game in the classroom will be more interesting. The students race to be first in reach the higher point and they also can cooperate with their friends to reach the goal of the game, that is match a suitable verb.

3. **The Advantages Using Game**

Language learning is hard work especially in foreign language. Game is one of choices. Wright (1983:2) explains advantages of using game, one most an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Game can help and encourage the students to sustain their interest and work.

Game also can help teachers to create context in which the language is useful and meaningful. The students will feel enjoy in lesson and they don't know that get material about grammar. Again, the students will take part, in order to they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games involve the emotions, and the meaning is more vividly experienced. For this reason, probably better absorbed than learning based on mechanical drills.

According to Lee Su Kim (1995) also state the advantages of using games in the classroom:

a. Games are welcome break from usual routine of the language class.

b. They motivate and challenge students.

c. Students make a big effort in learning a language. Games help students to sustain this effort of learning.

d. It develops language skills such as writing, listening, speaking, and reading.

e. Students are encouraged by games to communicate and interact.

f. Games are good way of creating a meaningful context for language use.

From the statement above, the researcher conclude that game is an activity to help students more active and interested in topic which suitable the goal and the rules of teaching learning language. Game should not be considered only as amusing activity in the process of language learning. But on the other hand, it should be regarded as the part of language syllabus, since it can be applied as an effective strategy of language practice. One of game that can be included in both competitive and cooperative game is matching game.

G. Teaching Simple Past Tense Using Matching Game

1. The Definition of Matching Game

Matching game is one of games which are used to help students learn their lessons in English easily. According to (Rusman, 2010: 223),

Match strategy is developed by Lorna Curran, and matching game is one of strategy in cooperative study. Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others (Joliffe, 2007: 3). Again, matching game included in both competitive and cooperative game of kind of games. That why playing matching game in classroom will be more interesting. The students race to be first in reach the higher point and they also can cooperate with their friends to reach the goal of the game.

Based on the definition above, matching game is a game using flash card that consists of two kind of cards that is question card (verb 1) and answer card (verb 2), The students have to match the answered card to the students in question card based on changing verb and tenses, matching game build the positive interdependence when students worked together in determining their partner. They will care with their friend's learning. In this activity, it shows the individual accountability whereby each student is responsible for finding the correct answer , so the researcher want to know whether this strategy is effective or not in teaching grammar focused on regular verb and irregular verb.

2. **Teaching Matching Games Using Flash Card As Media**

Teacher uses flash card as the media in teaching matching game, the flash card contains of verb 1 and verb 2 (irregular verbs and regular verbs), students should match the card between verb 1 and verb 2.

Based on Education Association (NEA) as cited by Asnawir and Usman (2002:11) state that media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and it can give affect the effectiveness of instructional programs. Media enable students to acquire knowledge, skills, science, and attitude easily.

In addition, Kasihani (2007:103) stated teaching media can be various forms. It can be classified in three kinds, they are:

a. *Visual aids*; it is media that can be seen such as pictures, flashcard or card short, newspaper, reality, map, etc.

b. *Audio aids*; it is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 player, CD, etc.

c. *Audio Visual aids;* it is teaching media that can be seen and can be heard such as video clips, films, TV news, VCD, TV, etc.

According to the explanation above, the researcher concluded that using flash card in applying matching game can be classified as visual aids. In this game, flashcard is divided two kinds that consist of one statement without picture for each card. It is question card (verb 1) and answer card (verb 2).

3. **The Characteristics of Matching Game**

"Make-a match strategy is developed by Lorna Curran (1994)". In this research, the application of make-a match is emphasized in teaching grammar. Matching game uses cards as media which contains of verb 1

and verb 2, the students are required to match the card between verb 1 and verb 2 in correct form.

The characteristics of making a match game, that are the material of this game is 3" x 4" card with a verb (verb 1 or verb 2) written on each in different types, verb 1 on question cards, verb 2 on answer cards. Then, it will practice in small class consist 25 students. The students will work in pair, so there will be 12 pairs in the class. And it divided two groups before, one of group to be group question and another as group answer; they will change position for each round in game.

4. **Procedures Using Matching Game**

   a. The teacher motivates the students and conveys the learning material that has been prepared by the teacher (simple past tense focus on regular verb and irregular verb).

   b. The teacher divided students into two groups: group question (Q group) and group answer (A group).

   c. The teacher explains the role in matching game.

   d. The teacher prepares flash cards before. The card is divided into two types: one type consists of the questions, and the other consists of the answers. The cards are spread to the students. Each student gets one card, the question card for Q group and the answer card for A group; some cards are conditioned not to have a partner.

   e. Each of students is given a time (5 second) to determine the answers or questions from their own card.

f. Students are asked to match the cards with their appropriate pairs. Each of students must be able to match their cards on time. If the students are not able to match in a given time (20 seconds), they will get punishment that is agreed before.

g. After they find the match of card, they write the sentence in the paper that teacher prepared before and submit it.

h. After the first session, the card is shuffled and each group changing position as A group or Q group, so that the students will get the different card in the next session.

i. In the last session, teacher and student discuss together about the match cards were they find and make a conclusion from the material given clearly.

H. Previous Research

There are relevant previous research to prove the originality of this research, the research done by Arisa Setianingsih (2010) had a title "The Use of Matching Game to Improve Students' Understanding on Irregular Verb of Simple Past Tense at The Eighth Grade Students of SMP Negeri 01 Mlonggo Jepara in The Academic Year of 2010/2011". This research had purpose to find an effective media to make student's active in teaching grammar. Matching Game was used by the researcher focused on irregular verb of simple past tense. After getting the data, the researcher find out that the using of Matching Game motivated student to join in grammar lesson and the student enjoyed study grammar that make them understand the material easily.

The difference between the previous research and the present research is it uses matching game as a strategy to know the student grammar achievement are focused on regular verbs and irregular verbs.

The other research also done by Oviella Yuwono (2014) had a title "The Implementation of Make a Match to Improve Students' Writing Ability on Procedure Text at The Ninth Grade Students of SMPN 5 Ngawi in The Academic 2013/2014". This research had purpose to solve students' problem in writing lesson and to improve students skill in writing procedure text. After getting the data, the researcher find out that the using of Make a Match gave positive effect in student to writing procedure text. Make a Match increased fun writing teaching learning and motivated student to writing procedure text. It shows that the research design used classroom action research which is focused on teaching writing. The difference between the previous research and the present research is it uses pre-experimental as research design with quantitative approach which is focused on teaching grammar especially regular verbs and irregular verbs.

Thus, the researcher want to know the use of matching game as strategy in teaching grammar, whether this strategy is effective or not in teaching grammar which focus on regular verbs and irregular verbs in the eighth grade of MTs Manba'ul 'Ulum Buntaran Rejotangan.