

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the highlight of what be covered in this study. Those are General Concept of Grammar, Cooperative Learning Strategy, Think-pair-share (TPS) technique. The explanation of them will be stated as followed.

A. Grammar

1. The Nature of Grammar

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).

From the meaning above, the research concludes that grammar is a theory of language studying how words are put together into sentences.

According to Batstone(1994:4) in Joyce and Burns(1999:5), if there were no grammar, language would simply be a chaotic collection of separate words' without the indispensable guidelines for how they can be ordered and modified. Grammar is used by people the express their feelings, attitudes, experiences to other people. Grammar is the foundation to master the four skills of English, include listening, reading, speaking, and writing. The students cannot mastery the skills if they understand nothing about grammar. By using grammar, people can communicate meanings in social contexts, so they can develop social relationships.

2. Grammar Achievement

Grammar is a theory of language studying how words are put together into phrases or sentences. Next, achievement is something very good and difficult that yo have succeded in doing (walter, 2008). Additionally, Yelon, weinstein,& weener(1977:301 in Isnian,2009) expressed achievement as the successfulness if individual. Smith& Hudgins(1964:95 in Isnian, 2009) said that achievement is to do one's best, to be successful,

to accomplish tasks requiring skill and effort and to be recognized by authority. Besides, Garrison, Kingston, and Mc Donald (1955-1964:331 in Isnian, 2009) affirmed the definition of achievement as the progress pupils make toward the goals and objectives of the curriculum. Therefore, achievement is the students' successfulness to reach the objectives of curriculum.

By basing on the descriptions above, it can be concluded that grammar achievement is the student's successfulness to comprehend the theory of language studying how words are put together into phrases or sentences.

3. Teaching Grammar

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). 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.

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:

Grammar should be	Relevance to learn 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.
Flexibel	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.

In Indonesi, traditional grammar can still be found in some language classroom. The teaching of grammar tends to use repetitions and rote drills. These activities can make the students get bored easily and uninteresting with the teaching grammar. Furthermore, teachers have to find any techniques to keep children to concentrate to the teaching, to make them enjoy the lesson and to have fun and amusement.

Teaching grammar should be done first in learning a language because it is the fundamental aspect of language. If one's grammar is good, his or her English will be good too that, definitely, it should be supported with any other language components and skills for it cannot stand alone. Teaching grammar means an activity done by an English teacher to construct the knowledge of grammar to the learner writtenly or orally by using the certain technique and method in the learning process at school.

The goal of grammar instruction according is to enable students to carry out their communication purposes. This goal has three implications:

1. Students need overt instruction that connects grammar points with larger communication contexts.
2. Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.
3. Error correction is not always the instructor's first responsibility.

Adult students appreciate and benefit from direct instruction that allows them to apply critical thinking skills to language learning. Instructors can take advantage of this by providing explanations that give students a descriptive understanding (declarative knowledge) of each point of grammar. Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding. Limit the time you devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited. Present grammar points in written and oral ways to address the needs of students with different learning styles.

An important part of grammar instruction is providing examples. Teachers need to plan their examples carefully around two basic principles:

1. Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, and be to the point of the lesson.
2. Use the examples as teaching tools. Focus examples on a particular theme or topic so that students have more contact with specific information and vocabulary.

Relevance of teaching grammar especially in past continuous tense the teacher give the text to be read and develops the set of questions or prompts that target key content concepts. Then the teachers should model the procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work. Teachers expand the "share" into a whole-class discussion. However, to be effective, students must consider a question or issue. It could be a complex question, such as, "What do you think were the key issues that led to World War I?" It could be a more straight forward request, such as, "Create a pattern that could be described as 'a, b, a, b.'"

Commonly in grammar has verb phrase, that include simple present tense, present continuous, simple past tense, past continuous, present perfect, present perfect continuous, past perfect, past perfect continuous.

This study describes about past continuous. This tenses it's all about time. Things can happen now, in the future or in the past. According to (Michael A.Pyle, M.A. and Mary Ellen Munozpage,M.A. 2005:59)

Use the following rule to form the past progressive.

Subject + was/were +[verb + ing].....

In English grammar in use, the past continuous call past continuous.

According to (Raymond Murphy 1998:12) We use the past continuous to say that somebody was in the middle of doing something at a certain time.

B. Think-Pair-Share Technique

1. Definition of Think-Pair-Share

Think-Pair-Share (TPS) is a co-operative learning strategy developed by Lyman in (1978:12) and can be defined as “a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group” (McTighe & Lyman, 1988, p.2). It gets its name from the three stages of student action, with emphasis on what students are to be doing at each of those stages.

Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to think individually about a topic or answer to a question and share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

2. How does it Work?

The teacher decides upon the text to be read and develops the set of questions or prompts that target key content concepts. The teacher then describes the purpose of the strategy and provides guidelines for discussions. As with all strategy instruction, teachers should model the procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work. T: (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic. After

that P: (Pair) Each student should be paired with another student or a small group. Then S: (Share) Students share their thinking with their partner.

Teachers expand the "share" into a whole-class discussion.

Based on article updated by TeacherVision.com requires how the teacher make Think-Pair- Share can run well, the states as follows; The Think –Pair- Share strategy is ideal for teachers and students who are new to collaborative learning. It can be used in a variety of contexts. However, to be effective, students must consider a question or issue. It could be a complex question, such as, "What do you think were the key issues that led to World War I?" It could be a more straight forward request, such as, "Create a pattern that could be described as 'a, b, a, b.'"

As students consider the question or issue, they should derive some benefit from thinking about it further with partners, such as when there are multiple correct answers to a question. For instance, in the previous example, students could provide many examples of "a, b, a, b" patterns and seeing multiple answers will reinforce this concept. On the other hand, providing students with questions that have only one correct response, such as, "What is $5 + 2$?" soon becomes tedious to students, as there is not much to share with partners or the whole class.

The "think" step may require students merely to be quiet for a few moments and ponder their thoughts about the question. They may write some thoughts in response to the question.

Some teachers find it helpful to set a time limit for the "think" and "pair" steps of the strategy. If you choose to do this, be sure to give students an idea of how much time they will have. Remember to allow sufficient time during the "pair" step to allow both students to talk about their thoughts.

In the "share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on an overhead projector or on a graphic organizer for future discussions. Another variation is to stop after the "pair" step, and have students write their ideas. Collect students' responses and assess any problems in understanding.

At the point, Think-Pair-Share strategy have three steps; Thinking-Pairing-Sharing. Thinking- teacher should give a general question; the question should be related with text. In pairing activities, Let the learner work in pair with their friends; give them time to discuss the topic. And sharing is the activity where the students have final result

when they learn in pair. The result should be discussed in front of students, and the teacher gives the explanation about topic by collecting the students' idea.

3. Advantage and Disadvantage of Think-Pair-Share

- a. Advantage of Think-Pair-Share, The advantages of learning model TPS by Ibrahim et al. (2000:6): The first, use of methods of learning TPS require students to use the time to do the tasks or problems given by the teacher at the beginning of the meeting so that students are expected to understand the material well before the teacher pass at the next meeting. Second, Improving attendance. The task given by the teacher at each meeting in addition to actively engage students in the learning process is also intended for students to always try to be present at each meeting. For the students who did not attend the student did not do the work and it will affect their learning outcomes. Third, Reduced dropout rates. TPS learning model is expected to motivate students in learning so that students' learning can be better than conventional models. Think-Pair-Share always give the learner chance to think what their thinking in question who given by the teacher. Based on Budd-Rowe (in Kessler, 1992: 21) states an advantage to TPS is that students have increased wait time, the opportunity to think about their answer before thinking about who they will share with. Low-consensus information, unfamiliar topics, or "higher-order" analysis, synthesis, or evaluation application may require more thinking time than high-consensus information.

3. Disadvantage of Think-Pair-Share, There are disadvantage of Think-Pair-Share strategy. The first, (Time consuming)The time consuming means when the teacher who did not prepare the lesson plans accurately or the students feel confident to work individually better than in group. Second The teachers hard to assist all the trainers during the discussion since they have so many groups. Because of there are many group in class, some of the teacher hard assist the learner works in group. Third, Can be very noisy, the students works in group, when they discuss the text or the topic they can talk each other can be noise with another students.

The strategy not always perfect, there an advantage and disadvantage. So, as a teacher should have ability to manage the time, to monitor the students during discussion in pair or group, and make sure that every student is working in group.

C. Previous Study

- 1) *The effect of cooperative learning model using think-pair-share technique in the teaching of grammar at first year students* by Agus.2006. The research conducted in experimental study that has compare the two technique among think-pair-share technique with grammar translation method . The research used in two technique there are teaching grammar using grammar translation method and teaching grammar using think pair share technique, in teaching grammar using grammar translation methode the student feel board and lazy to hear when the teacher teach but

difference respond when the teacher using think-pair-share technique, the student feel happy, enjoy and relax. Not only that, the score of the student using think pair share technique more better than using grammar translation methode. The result of the research showed that TPS technique can improve students' grammar achievement than grammar translation methode.

The difference point with this research is the technique of research design. The research using two design there are think pair shre technique and teaching grammar translation method.

- 2) *The effectiveness of using tps (think-pair-share) strategy to improve students' reading comprehension* by Aprilia.2014. The research conducted pre-Experimental Design using quantitative approach with one group pre-test and post-test design. It is intended to find out any significant difference on the students' reading achievement before and after taught using TPS strategy. The population of this study was all the 7th grade students at MTs Negeri Aryojeding Rejotangan Tulungagung. While, the sample was VII F class that consists of 39 students. The research instrument that was used is test. Test is administered toward one group of students that is class 7F. It administered before conducting treatment that is called pre-test and also administered after conducting treatment that is called post-test. Treatment that is used is by TPS srategy. The data of this research is students score in pre-test and post-test. The difference point with this research is focused on reading comprehension.