

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Review**

##### **1. Grammar**

##### **1.1 Definition Of Grammar**

Grammar is the role in a language for changing the form of words and combining them into sentences: a good understanding of grammar is the principles of English grammar<sup>1</sup>.

Grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentences. Thus, a grammar is a description of the rules how sentences are formed. Grammar attempts to explain why sentences are acceptable<sup>2</sup>.

From the previously mentioned definition, it can be inferred that grammar is an important part of language because it talks and studies how to arrange and combine sentences in order to understand the meaning as intended by the user.

---

<sup>1</sup>*Oxford Advanced Learner's Dictionary, fourth edition*, (British: Oxford University Press, 1995) p. 517

<sup>2</sup>Scott Thornbury, *How To Teach Grammar*, (British, Bluestone Press, 1999) p. 1

## 1.2 Why Teaching Grammar

There are many arguments and reasons why grammar is very important. There are several reasons about why teaching grammar. First, teaching grammar must be adjusted to the learners' needs, interests, and learners' attitudes and expectations, while grammar presentation and practice activities should be evaluated according to how efficient and how appropriate they are<sup>3</sup>.

## 1.3 How to Teach Grammar

There are many ways to teach grammar and here are the ways how to teach grammar according to the language teaching experts:

### a. Teaching grammar from the rules

Teaching grammar from the rules is also called a deductive way.

A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied<sup>4</sup>.

### b. Teaching grammar from example

There is an inductive teaching of grammar. Here teaching grammar from example is as inductive approach. It starts with some examples from which a rule is inferred, the learner studies examples and from these examples derives and understanding of the rule of grammar<sup>5</sup>.

---

<sup>3</sup>*Ibid.* p. 28

<sup>4</sup>*Ibid.* p. 29

<sup>5</sup>*Ibid.* p. 49

c. Teaching grammar through texts

In this case, the procedure of teaching grammar in which the example is presented in the form of a text. The sentences or components are more complex than a sentence<sup>6</sup>.

In this study the researcher uses grammar through texts. Students study grammar from the movie. Then, researcher explains the rules of simple past tense in order to make students easy to understand it. Students will see how the language uses in real context. It is hoped that they know the rules by themselves and they are able to use it.

#### 1.4 How To Teach Grammar Integrated To Other Skill

Teaching grammar is not only teaching grammar itself, but the teacher also can integrate it into other skills. Teaching grammar can be integrated to other skills by the Presentation-Practice-Production (PPP) model or the task-based model<sup>7</sup>. The characteristics of the PPP model is language is learned in bits and in steps, fluency develops out of accuracy, grammatical competence is achieved through practice. Furthermore, the characteristics of the task-based model are language is acquired in limps and in leaps, accuracy develops after fluency, and the internal grammar develops through exposure and interaction<sup>8</sup>. From those models of integrating grammar, the writer

---

<sup>6</sup> *Ibid.* p. 69

<sup>7</sup> *Ibid.* p. 128

<sup>8</sup> *Ibid.* p. 140

concludes that grammar can be integrated into speaking. It is because grammar is developed there by practicing, exposure and interactions.

### **1.5 How to Test Grammar**

After finishing and understanding about the grammar, of course the teacher should measure to what extent students' mastering that grammar. In this case of course a suitable test on grammar should be administered. Grammar test is an individual test. The test must meet the qualities of a good test. The test must reliable and valid. There are two ways to test grammar. The teacher can test students' grammar competence by testing grammar using discrete-item tests or testing grammar in an oral performance test<sup>9</sup>. Those kinds of grammar testing have an own characteristic, purpose, advantages and also disadvantages.

According to the theory above, the researcher decides to test students' grammar competence by testing grammar using discrete-item. It is more appropriate and efficient to do this research than oral test. The discrete-item tests are modelled on practice activities, and then performance tests could be modelled on production activities.

---

<sup>9</sup> *Ibid.* p. 141

## 2. Simple Past Tense

Simple past tense in regular verbs is formed by adding **ed** to the infinitive<sup>10</sup>. In English, simple past tense deals with the verbs (and verb “be”) which expresses actions or situation that happened in the past.

In simple past tense, we use it to talk about single event in the past, past states, and reported events in the past. Simple past tense always uses regular verb that added **ed**, and uses second verb (V2) of irregular verb. The simple past form of each irregular verb must be learnt, however once this is done there is no other difficulty, as irregular verbs (like regular verbs) have no inflexions in the past tense.

### 2.1 Simple Past Verbal

Simple past verbal indicates that an activity began and ended at a particular time in the past<sup>11</sup>. Past tense indicates time terminating in the past, whether a time word is given or not<sup>12</sup>. In this tense, the initial of it is always uses past tense verb or the writer is called V2 (only in positive form) but in negative and interrogative form, it uses infinitive verb. To change verb 1 into verb 2, someone can add –ed special to regular verb but for irregular verb; he

---

<sup>10</sup> A.J. Thomson A.V. Martinet, *Practical English Grammar*, (University Press, 1999) p 50

<sup>11</sup> Scrampher Azar Betty, *Understanding And Using English Grammar, fourth Editions*, (Mary Jane Peluso, New York 1941), p. 25

<sup>12</sup> Frank Marcella, *Modern English, a Practical Reference Guide*, New Jersey, Prentice Hall, 1972, p. 73

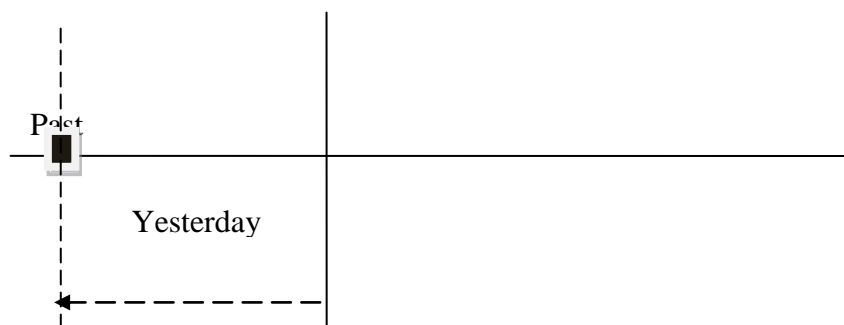
or she should memorize because it is not always added by –ed. This is the complex and specific form of simple past:

**Table 2.1. The formula of the simple past tense (verbal)<sup>13</sup>**

Form	Formula and Example
(+)	S + V2 <i>I went to Bali last holiday</i>
(-)	S + did + not + V1 <i>I did not go to Bali last holiday</i>
(?)	Did + S + V1? <i>Did they go to Bali last holiday?</i>

The writer also can describe simple past form with the diagram:

**Table 2.2. The diagram of the simple past tense (verbal)<sup>14</sup>**



## 2.2 Simple Past Nominal

Simple past nominal gives information about a person or thing in the past at a particular time in the past<sup>15</sup>. In this tense without using verb, however it talks about noun, adjective or adverb and the verb is changed by be. The to

<sup>13</sup> Scrampher Azar Betty, *Understanding And Using English Grammar, fourth Editions*, (Mary Jane Peluso, New York 1941), p. 26

<sup>14</sup> *Ibid* p. 26

<sup>15</sup> *Ibid* p. 27

be “was” which used by the subject I, she, he, it (singular subject) and to be “were” used by the subject you, we, they (plural) This is the complete form of simple past nominal:

**Table 2.3. The formula of the simple past tense (nominal)<sup>16</sup>**

Form	Formula and Example
(+)	S + was / were + Adjective/noun/adverb <i>I was handsome</i>
(-)	S + was/were + not + adjective/noun/adverb <i>I was not handsome</i>
(?)	Was/were + S + adjective/noun/adverb? <i>Were they handsome?</i>

### 3. Media of Learning

#### 3.1 Definition

Media play an important role in a teaching and learning process. Media are needed to reach the objectives of teaching-learning process. As a teacher, we can use everything as media or teaching aids in our environment. According to Gagne media is everything in student’s environment that can encourage student to study<sup>17</sup>.

In addition, According to Gerlach and Elly, a medium is any person, material, or event that establishes condition which enable learners or students to

<sup>16</sup> *Ibid p. 27*

<sup>17</sup> YusufHadi Miarso. *Media pembelajaran*. Departemen Pendidikan Dan Kebudayaan, ( Depdikbud: Pustekkom)

acquire knowledge, skills, and attitudes<sup>18</sup>. In addition, Brown defines media as or the physical things used by a teacher to facilitate the instruction<sup>19</sup>. In addition media is tools to give stimulus for students in order process of learning run well<sup>20</sup>.

The researcher can conclude that media is everything that can be used to transfer message and stimulate brain, feeling, attention and desire of students to encourage students in process of learning. As teachers, we should be clever to select appropriate media for teaching –learning so the message can be transferred to students.

### 3.2 Type of Media

There are many ways to identify media. Here are the examples of classification of media<sup>21</sup>.

#### a) Rudy Bretz

Rudy bretz classifies media into three points. There are sound, visual and movement. Visual media are divided into three. There are pictures, line graphic and symbol. Beside that he differentiates between telecommunication and recording become 8 types:

---

<sup>18</sup>Gerlach, Vernon. S, and Elly, Donald. P. *Teaching and Media: A Systematic Approach*(New Jersey: Prentice Hall, 1980)

<sup>19</sup>Brown. *Principle of Language Learning and Teaching* (England : Longman, 1977)

<sup>20</sup>YusufHadi Miarso. *Media pembelajaran*. Departemen Pendidikan Dan Kebudayaan, ( Depdikbud: Pustekkom) p.1

<sup>21</sup>Sadiman, A.S, Rahardjo,R., Haryono, A. dan Rahardjito. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta PT. Grafindo Persada 1986



- 1) Audio visual
- 2) Audio visual motionless
- 3) Semi Audio visual
- 4) Visual
- 5) Visual motionless
- 6) Semi visual
- 7) Audio
- 8) Electronic

**b) Edling**

According to Edling students, stimulation and responses are one variable in learning with media. He only focuses in stimulation variable. Still edling, media is six stimulations of learning:

- 1) Subjective Coding of visual
- 2) Objective coding of visual
- 3) Subjective coding of audio
- 4) Objective coding of audio
- 5) Direct experience with people
- 6) Direct experience with environment

The various types of media enable teachers to choose the appropriate media in teaching learning process. In selecting the appropriate type of media used, teachers should consider several criteria. The criteria used to guide media selecting are content, purpose, appropriateness, costs and technical quality, circumstance of use, learner verification, and validation

### **3.3 The Importance of Media in Teaching Learning Process**

Teacher should be aware to use media in teaching learning process. Media can be called as teaching aids. Teaching aids can be in many forms. However, teaching aids help teacher much in the teaching learning process. It is designed to help teacher to save energy. Media or teaching aids are effectively used in the classroom. It gives great contribution in creating good and interesting environment especially in learning language.

#### **4. Movie**

##### **4.1 General Concept of Movie**

A film, also called a movie or motion picture, is a series of still or moving images. A Series of moving pictures recorded with sound that tells a story is shown at the cinema/ movie theaters<sup>22</sup>. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of film making has developed into an art and industry.

Teachers have used media, particularly film, to accomplish various instructional objectives such as building background for particular topics or motivating students. The appeal of visual media continues to make film, video, and television educational tools with high potential impact and they are

---

<sup>22</sup>*Oxford Advanced Learner's Dictionary, fourth edition*, (British: Oxford University Press, 1995, p.517)

now considerably more accessible and easy to use. Video is another useful aid for the language teacher it is not meant to rival or over shadow the teachers.<sup>23</sup>

The use of video film in the classroom has become more popular since video cassette recorder is economical and easy. The outstanding feature of video films is their ability to present complete communicative situation. The combination of sound and vision is dynamic, immediate, and accessible. This means that communication can be shown in the context, and many factors in communication can be perceived easily by viewers and language learners.<sup>24</sup> Using video films also gets some advantages. According to Lonergan, the speakers in dialogues can be seen and heard; other participants in the situation can be seen. The language learners can see the ages of the participants; their sex; perhaps their relationship to another; their dress, social status, and what they are doing and perhaps their mood or feeling<sup>25</sup>.

#### **4.2 Advantages And Disadvantages of Using Movie**

There are many media that we can use to transfer message. However, we have to choose appropriate media so the message can be transferred. Here are the advantages and disadvantages of the movie:

---

<sup>23</sup>Jack Lonergan, *Video In Language Teaching* ( New York: Cambridge University Press, 1984)

<sup>24</sup>Jack Lonergan, *Video In Language Teaching* ( New York: Cambridge University Press, 1984)

<sup>25</sup>Jack Lonergan, *Video In Language Teaching* ( New York: Cambridge University Press, 1984)

#### 4.2.1 Advantages of Movie

1. Seeing language in use: One of the main advantages of video is not only students do not just hear language, but they also see the language use.
2. Cross-cultures awareness: Giving students chance to see such things as what kinds of food people eat in other countries and what they wear.
3. The power of creation: Creating something memorable and enjoyable.
4. Motivation: Most students show an increased level of interest when they have a chance to see language in use as well as hear it and this is coupled with interesting tasks <sup>26</sup>

Furthermore, movie can be a special aid in language training<sup>27</sup>.

The outstanding of movie is the communication shown in a context and many factors in communication can be perceived easily by viewers and language learners.

#### 4.2.2 Disadvantages of Movie

If we wish to use video successfully in classes we need to be aware of a number of potential problems:

---

<sup>26</sup>Jeremy Harmer, *The Practical Of English Language Teaching*, Third Edition, ( England, oxford university press, 2001) p282

<sup>27</sup>David issacson, as quoted by hidayatullah, *Using Smallville Film Series To Active Students To Write Narrative Text*, ( universitas negeri surabaya: 2006) p.22 unpublished s-1 thesis

1. Teacher gives the control of the class to the students when the movie is running.
2. Needs expert to operate the tools.
3. Some teachers do not understand technology. They can't operate it well.<sup>28</sup>

In this study when the teacher plays the movie, students should find words/sentences in the story of movie. It is to eliminate students' domination while showing the movie.

Some teachers have problem when they face technology. They can not operate computer for showing the movie. however it doesn't matter, because they can use familiar tools, for example TV and DVD/VCD player. Almost favorite schools have it in their laboratory or class. So, they can operate it easily.

#### **4.3 General Guidelines for Video Activities**

1. Setting up : Make sure the equipment is working, the tape or DVD is ready to use.
2. Breaks : Do not interrupt the show of movie frequently. It can make students feel frustrated.
3. Other activities: Keep writing or reading while viewing

---

<sup>28</sup>Percival Fred and Ellington Henry, *A Handbook Of Educational Technology*, 1988 p. 10

4. Explaining : Find the balance between explaining too little and explaining too much.
5. Sound : Go on sound only if you want to focus only on sound.
6. Choice : Give students choices, they can choose which part of the movie to study when treatments is applied, how often to view in order to understand, what favorite scenes to present to the class and what vocabulary to note down.
7. Recycling: language focuses activities should be repeated frequently.  
Students need to build up the habit of noticing the detail of language use in real context.
8. Modelling : Students usually do an activity better if they have seen an example
9. Narrative Tenses: students usually have good instincts about what tenses to use in telling the story of a film but it is a good idea to give some advice before they lunch into an activity<sup>29</sup>.

## **5. Classroom Management**

### **5.1 Grouping Learners**

Grouping learners is using different ways to organize our learners when they are working in the classroom. We usually organize them to work in different each lesson.

---

<sup>29</sup> Jane Sherman, *Using Authentic Video In The Language Classroom*, (United Kingdom: Cambridge University pres, 2003). P.9

Key concepts and language teaching classroom:

1. The teaching aim
2. The learning styles of learners
3. The ability and level of learners
4. The personalities of learners
5. The class size
6. Previous experiences of learners
7. The activities that we have chosen
8. Balance interaction pattern in lesson
9. The group dynamic of the class<sup>30</sup>.

The Researcher implements the theory to organize students to make them comfortable and interested in the classroom. The researcher does the grouping in the second and third treatments.

### 5.1 Managing of Inappropriate Behavior

The purpose of handling inappropriate behavior is to prevent its escalation. Behavior of concern includes lack of involvement in learning activities, work avoidance, and obvious violations of

---

<sup>30</sup> Mari Spratt, Alan Pulvernes, And Melani Williams, *The TKT Course*, (New York, Cambridge University Press, 2007) p. 15

classroom rules and procedure. Here are four simple ways to manage inappropriate behavior:

1. Make eye contact with or move closer to the students.
2. If students are not following a procedure correctly, a simple reminder of the correct procedure may be effective.
3. When the students are off task redirect his or her attention to the task. Check the students' progress shortly thereafter to make that work is continuing.
4. Ask or tell the students to stop the inappropriate behavior<sup>31</sup>.
5. Implementing discipline<sup>32</sup>
6. Consequences and/or Punishment<sup>33</sup>

Some teachers like to have students to make the commitment in writing in a brief “contract” or “plan” to make clear what the unacceptable behavior is and what the students should be doing.

---

<sup>31</sup> Emmer, Edmund T. *Classroom Management For Middle And High School Teachers*. ( New Jersey, Pearson Education , 2009) p. 136

<sup>32</sup> Peace Corps, *Classroom Management* ( Washington, Peace Coprs ) p. 75

<sup>33</sup> *Ibid* p. 76