CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher wants to present the theories that are related to the implementation of teaching grammar. They include language study technique, grammar and its role in the language learning, curriculum, the component of teaching and learning, grammar and function, why study grammar, texts, sentences, words, sound, teaching grammar, and type of evaluation in teaching grammar.

A. Language Study Technique

According to Harmer, there are a number of study techniques which we can use to ensure that students not only understand the meaning of a language form and how it is used in exchanges or texts, but are also clear about its construction:⁹

1. Demonstration

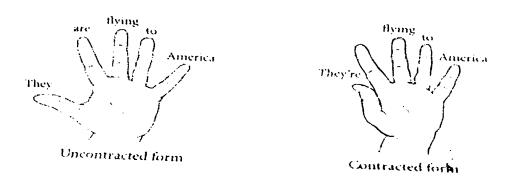
We can demonstrate the language forms which we want students to study by offering them situation which shows the language in action and the modeling the language ourselves. The language can be used in a text which clearly shows what means is, we can also use pictures or various items to demonstrate meaning.

⁹ Harmer, *Practice of English Language Teaching*, (England:Pearson Education Limited:2003) p.154.

Demonstration on its own may not be enough; some students will need a mixture of demonstration and explanation, and the other techniques describe below to be sure of understanding the new form correctly.

2. Explanation

We can explain the construction of language in diagrams using the board of overhead projector. We can make use of equipment such as Cuisenaire rods to show syntactic relationships or stress patterns. We can use finger pointing to show how contractions are made e.g.



At higher levels we can offer grammatical explanations by saying things such as we don't use words or phrases which refer to a specific time in the past (like 'yesterday' or 'last week') with the present perfect or the choice or which verb we use to talk about the future depend on our precise intention- how definite we wish to about the future plans and arrangement. We can explain rules in the students own language, but can detract from the English atmosphere of the class

In the traditional PPP model, explanation is frequently given by isolating and distorting bits of the language which the teacher is modeling. The way we offer explanation to our students will depend upon the language form we are focusing on and the age, level, and preferences or the class.

3. Discovery

Students can be encouraged to understand a new language forms either by discovering them for themselves in a text, or by looking at grammatical evidence in order to work out a grammar rule.

In order for us to have confidence that's discovery leads to real understanding, we need to be available for student to check with us whether they have worked things out correctly. In the words of one Swedish student 'you can't be 100 percent sure that you have found the rule' you must have the possibility to get the right rule from the teacher.

4. Accurate Reproduction

One of the ways students learn new language forms best is through an accurate reproduction stage. Here we ask students to repeat new words, phrases, or sentences in a controlled way, correcting them when they get things wrong and showing approval when they use the form correctly. Not only does this allow them to try out the new language, but the teacher's feedback also serves as further demonstration and explanation of the new forms.

Accurate reproduction-are controlled practice- is the 'practice' stage of the PPP model. However, were students an immediate grasp of the language forms such controlled repetition may not be necessary.

5. Immediate Creativity

Where students show an understanding of the meaning, use, and contraction of the language form we are focusing on, we can ask them to create their own sentences using the language form. Such early language production to both students and teacher of how well the language form has been understood.

Immediate creativity is the 'production' phase of the traditional PPP model. As an early activation of language it is not strictly a study activity, though most study sequences will allow for it at some stage. It can also be used after any explanation, or after a discovery activity.

6. Check questions

We can use check question to see if students have understood meaning and use. If students are learning to use past continuous sentences such as at eight o'clock she was watching television we can measure their comprehension by asking did she start watching television at exactly eight o'clock or before. If they are working with as....as comparisons in sentences such as Denise isn't as tall as Chris, we can ask who's taller? To check their understanding of the language.

B. Grammar and Its Role in the Language Learning

Hornby defines that grammar as a study or science of rules for combination of words into sentences (syntax) and the form of words (morphology). In the order words grammar can be defined as a study of the rules of a language by which words change their forms and are combined into sentences.¹⁰

Grammar is the way in which words change themselves and group together to make sentences. The grammar of a language is what happen to words when they become plural or negative, or what word order is used when we make a question or join two clauses to make one sentences. This is the grammar that will be considering in this study.

Grammar is considered as a part or an element of any language. Grammar is simply a word for the rules that people follow when they use a language. We need those rules in the same way as we need the rules in a game. If there are no rules or if everybody follows their own rules, the game would soon break down. It is the same with the language, without rules we would not be able to communicate with other people, so one cannot escape from grammar. It is every sentence one reads or writes, speaks or hears.

Language has certain rules that are very different from one language to another. So, it is important for the students who learn English to study grammar too. As stated by Batstone in his book that:

Language without grammar would be chaotic: countless words without

¹⁰ Hornby, Assesing Grammar (Combridge university press, 1996), p.75

the indispensable guidelines for how they can be ordered and modified.11

Meaning that language without grammar is confusing and language becomes a combination of words only without meaning because there are no rules that order or modify the words become a meaningful sentences.

Studying grammar is very important for language learner and it can not be neglected, because knowledge of grammar can help the language learners understand the message in the four skills. Furthermore, grammar is taught in order to enable students to apply the rules in expressing themselves in what would be considered acceptable language form. The students must know what they are speaking good English and become aware of their mistakes and may be able to correct them as well as expressing themselves in real situation. So, grammar is necessary to express oneself correctly.

C. Curriculum

In education, curriculum is important in teaching and learning process. It is because curriculum is plan for supplying for learning opportunities to reach board objective. According to Hamalik curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not. Curriculum is everything that is planned

¹¹ Batstone, Language Teaching Methodology, (Sydney: Practice Hall), p.190

by school personnel. 12

Meanwhile, the purposes of a curriculum or teaching plan are the most important curriculum criteria. Without having a set of objectives clearly in view, teachers and curriculum planners cannot make sound provisional judgments.

D. The Component of Teaching and Learning

There are the component of teaching learning activity that includes objective, material, evaluation and technique. All of them have relation to each other, as explained, as follows:

1. Objectives

According to Brady objective is statement of goal describing an anticipated change in the learner. It gives an idea how the learner will change as the result of learning experience. It can also guide school and give education direction that can help teacher focus on what student should know at the end of a lesson, unit, or course, and also help students know what is expected from them. 13

2. Materials

Material is substance that will be transferred in teaching learning process. The material should achieve impact; help learners to fell at ease and to develop confidence. Furthermore material being taught should be perceived by learners as relevant and useful, should require and facilitate learner self-investment, should not

¹² Hamalik, Dasar-Dasar Pengembangan Kurikulum. (Bandung: PT.Remaja Rosda Karya), p.4 ¹³ Brady, Curriculum Develepment, (Sidney: Prentice Hall), p.83

rely too much on controlled practice, and should provide opportunities for out come

feedback.14

3. Evaluation

The word "evaluate" means to put a value on or assign to something. It is

important for teacher because it can provide a wealth of information to use for the

future direction of classroom practice. Evaluation is an intrinsic part of teaching

learning activity.15

4. Technique

According to Harold, a technique is implementation that actually take places

in classroom. Furthermore, technique is considered to the student as the main

subject, while teacher is a facilitator and motivator for the students in teaching

learning activities.16

E. Grammar and Function

This is an exchange between a father and young man who has come to take

his daughter out:

Father

: Do you drink?

Young man

: No, thanks, I'm cool.

Father

: I'm not offering. I'm asking if you drink. Do you think I'd offer

alcohol to teenage drivers taking my daughter out?

Why did the young man misunderstand the father's question, misconstruing a request

14 Tomlinson, Language Learning Strategies, (New York: New Bury House Publishers), p. 107

¹⁵ Brady, Curriculum Develepment...... P.83

Penny Ur, A course in language teaching, (Combridge university press, 1996), p.97

for information as an offer? Was it the words he didn't understand? Or the grammar?

Or both? Clearly not. What he misunderstood was the father's intended meaning. He misunderstood the function of the question.

There is more than meaning to the question *Do you drink?* There is a literal meaning-something like *Are you a drinker of alcohol?* And there is the meaning that the question can have in certain contexts- that of an offer of a drink. When we process language we are not only trying to make sense of the words and the grammar; we are also trying to infer the speaker's (or writer's) intention, or, to put it another way, the function of what they are saying or writing.

In the mid-seventies the relation between grammar and function became an important issue for teachers. Writer of language teaching materials attempted to move the emphasis away from the learning of grammatical structures independent of their use, and on to learning how to function in a language, how to communicate. It would be useful, it was argued, to match forms with their functions. Certain formfunction matches are fairly easily identifiable. For example, the form would you like....? is typically used to function as an invitation or offer. The form If only I hadn't... commonly initiates the expression of regret. Less clear cut is the way that the function of warning, for example, is expressed, as the following examples demonstrate:

You'd better not do that.

I wouldn't do that, if I were you.

Mind you don't do that.

If you do that, you will be in trouble.

Do that and you will be in trouble.

This shows that one function can be expressed by several different forms. In the same way, one form can express a variety of functions. For example, the form *if..., will...* can express a wide range of functions:

If you do that, you will be in trouble. (Warning)
If you lie down, you'll feel better. (Advice)
If it is rains, we'll take a taxi. (Plan)
If you pass your driving test, I'll buy you a car. (Promise)

Despite this lack of a one-to-one match between form and function, materials writers have felt it useful to organize at least some grammatical structures under functional labels, such as inviting, making plans, requesting, making comparisons etc.

There are conventional ways of doing things with language, such as making requests. But this still doesn't help solve the problem of knowing when Do you drink? Means Would you like a drink? Or something else. In the end, in order to successfully match form and function it is necessary to be able to read clues from the context is likely to lead to similar misunderstanding as in the example from clueless.

F. Why Study Grammar?

According to Richard, the main reason we study grammar is that we human beings are curious and want to learn more about ourselves¹⁷. Curiosity about what we are and what kind of world we inhabit has led humans to study such fields as

¹⁷ Richard, *Discovering English Grammar* (united State of America: Houghton Mifflin Company), p.2

psychology, biology, history, and linguistics. The study of how we create language can provide important insights into the nature of our minds and the way we think. It can help us understand better what it means to be human.

In particular the discovery of how complex and yet elegant our grammars are will give us an appreciation of humanity's achievement in creating this marvelous instruments (which we accomplished rather effortlessly as a small children) in mastering so formidable a task as learning the English language.

Grammar study also has some more immediately practical benefits. People who decide to study grammar because they want to be better writers or because they want to speak a more standard dialect or because they have trouble with punctuation will find some -but not complete-help here. Because our language knowledge is mostly subconscious, not conscious, the best way to become a good writer or speaker is to read widely and practice often. A writing or speech course is likely to be at least as important as a grammar course for these purposes.

On the other hand, grammar study is not without practical benefits. We use some conscious knowledge about language when we speak and write, and conscious grammatical knowledge can help us to make some enlightened choices. Knowledge of grammar can also give us a tool for analyzing our writing and a vocabulary for discussing it.

G. Texts, Sentences, Words, and Sound

Here is an example of language in use: This is 2680239. We are not at home right now. Please leave a message after the beep.

We will recognize it as an answer phone message. That is the kind of text it is. It consists of three sentences, which themselves consist of words, and the words (when spoken) consist of sounds. All language in use can be analyzed at each of these four levels: text, sentence, word, and sound. These are the forms that language takes. The study of grammar consists, in part, of looking at the way these forms are arranged and patterned.

For example, if we change the order of the sentences we no longer have a well-formed answer phone message: Please leave a message after the beep. This is 2680239. We are not at home right now.

Likewise, the order of words in each sentence is fairly fixed: Beep after a leave the please message.

The same applies to the order of sounds in a word: Peep

Grammar is partly the study of what forms (structure) is possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed. Grammar attempt to explain why the following sentences are acceptable:

We are not at home right now. Right now we are not at home. But why this one is not:

Not we at right home now are.

Nor this one:

We is not at home right now.

The system of rules that cover the order of words in a sentence is called syntax.

Syntax rules disallow:

We not we at right home now are.

The system of rules that cover the formation of words is called morphology.

Morphology rules disallow:

We is not at home right now.

Grammar is conventionally seen as the study of the syntax x and morphology of sentences. Put another way, it is the study of linguistic chains and slots. That is, it is the study the both of the way words are chained together in a particular order, and also of what kinds of words can slot any one link in the chain. These two kinds of relation can be shown diagrammatically:

1	2	3	4	5
We	are	not	at	home
They	are		at	home
Dad	is		in	hospital
I	am		in	bad

effect of switching the first two columns has a major effect on meaning: it turns the sentence into a question: are we not at home? Is dad in a bed? Switching columns two and three, or four and five, is simply not possible. Similarly, it should be clear that the elements in the first column share a noun-like function, those in the second column fill the verb slot and those in the fourth column are prepositions. Again, it is not possible to take slot-filling elements and make chains of them. We are not at home work bad does not work as an English sentence.

It is the capacity to recognize the constraints on hoe sentence elements are chained and on how sentence slot are filled that make a good amateur grammarian. For example, different languages have different constrains on the way chains are ordered and slots are filled. Many second language learners' errors result from overgeneralizing rules from their own language. So, in:

I Want that your agency return me the money.

The learner has selected the wrong kind of chain to follow the verb want. While in:

I have chosen to describe Stephen Hawking, a notorious scientific of our century.

The chain is all right, but the word chosen to fill certain slots doesn't fit. *Notorious* has the wrong shade of meaning, while *scientific* is an adjective wrongly inserted into a noun slot.

From the learner's perspective, the ability both to recognize and to produce well-formed sentences in an essential part of learning a second language. But there are a number of problems. *First*, as we shall see, there is a great deal of debate as to

how this ability is best developed. Second, it not entirely clear what 'well-formed' really means, when a lot of naturally occurring speech seems to violate strict grammatical rules. For example, in many English-speaking contexts We ain't at home would be preferred to we are not at home yet only the letter has made it into the grammar books. Third, an exclusive focus on sentences, rather than on texts or on words, risks under equipping the learner for real language use. There is more to language learning than the ability to produce well-formed sentences. Texts and words also have grammar, in the sense that there are rules governing how both texts and words are organized, but it is not always clear where sentence grammar ends and either word grammar or text grammar begins.

H. Teaching Grammar

As stated by Matthies, teaching grammar is the art of helping students make sense, little by little, of a huge, puzzling construct and engaging them in activities that enhance language acquisition in all skill areas¹⁸. It is mean that teaching grammar does not lecturing on grammatical patters and terminology. And it does not mean bestowing knowledge and being an arbiter of correctness.

1. The Definition of Grammar

A grammar is a description of certain organizing aspects of particular language¹⁹. It usually includes phonological (sound), morphological (word

¹⁸ Matthies, Language Practice. New York. Oxford Macmillan Publisher Limited:1993), p.107

composition) points.

It means that grammar is the correct usage of the English language or the rules of writing correctly. English grammar is designed to explain the history, goal, strength, and weaknesses of each of these approaches, as well as to introduce readers to the major claims and findings of each one.

2. The Objective of Teaching Grammar

Actually, the goal of teaching grammar is to make the students able to use grammar in an unselfconscious fashion to achieve their communicative ends.

According to Byrd, the goal of teaching grammar is to enable students to carry out their communication purposes. The goal has three implications, those are: ²⁰

- a) Students do not need to master every aspect of every grammar point.
- b) Students need to overt instruction that connects grammar point's with larger communication contexts.
- c) Error correction is not always the instructor's first responsibility.

3. The Technique of Teaching Grammar

There are three well-known techniques to teach English grammar, they are.²¹

a. EGRA (Explanation - Generalization - Reinforcement-Application).

It is usually used in teaching the structure which has never been taught. Example:

²⁰ Byrd, Technique of *Teaching Grammar*, (http://nclrc.og/essentials/grammar/goalsgrammar.htm) accessed on March 17,2009

²¹ James, Teaching English Grammar, ((Pearson: Longman, 2007), p.129

Ask the students to make sentence by using formula.

b. PGR (Practice-Generalization-Reinforcement)

It is usually used in teaching the structure which has been taught. Example: ask the students to do exercise that related to the lessons.

c. TPR (Total-Physical-Respond)

It is usually used if we teach pronunciation. Example: ask the students to write and spell the alphabets. In teaching grammar, drilling is also the technique of it. Drilling is a technique that has been used in foreign language classrooms for many years. Drilling means that a listening model that is provided by the teacher, or a tape or another student, and repeating what is heard. Many teachers still use a repetition drill, because it is a technique for introducing new language items to their students.

By the procedure, the learners can study English grammar inductively, because they do not memorize the grammatical rules before they study.

I. Type of Evaluation in Teaching Grammar

According to Heaton, types of evaluation in teaching grammar are.22

1. Multiple-Choice Questions

Multiple-choice questions are those where students are given alternative to choose from, as in the following example:

²² Heaton, J.B. Writing English Language Tests. (New York: longman: 1977).p.21

Circle the correct answer.			
You must	here on time.		
a. To get	b. getting c. to have get d. get		

Sometimes students are instructed to choose the correct answer (because only one answer is possible), as in the example above. But sometimes, instead, they can be told to choose the best answer (because, although more one answer is possible, one stands out as the most appropriate), for example:

Circle the best answer.	
Police are worried about the level of	_ crime.
a. Juvenile b. childish c. young d. infant	

The type of multiple-choice item favored by many constructors of grammar tests is the complete statement type, with a choice of four or five options, for example:

Type 1. Tom ought not to........... (A. Tell B. Having told C. Be telling D. Have told) me your secret, but he did.

Type2. Tom ought not to me your secret, but he did.

- A. Tell
- B. Having told

- C. Be telling
- D. Have told

A. Tell

B. Having told

Type3. Tom ought not to.... C. Be telling me you're secret, but he did.

D. Have told

Item types 2 and 3 are preferable than 1 because the options do not interrupt the flow meaning in the sentences, these items present the entire sentences so that it can be read at a glace. Unfortunately, type 1 confuses the reader because of the long parenthesis.

2. Error Recognition Multiple-Choice Items

The error caused by the omission of the article may be tested as follows, using a multiple-choice item:

.....is shining brightly today.

A. Sun B. The sun C. A sun D. Some sun

It may be argued, however, that the choice here is strictly between option A and B at certain levels where students have learned to avoid using 'a' and 'some' with 'sun'. In such instance, one useful device (still using the multiple - choice format) is the error-recognition type of item.

3. Rearrangement Items

Rearrangement Items can take several forms. There seems to be a danger here of confusing the testes by presenting them with the problem in such a way that a

certain amount of mental juggling becomes necessary of their part, for example:

Complete each sentence by putting the words below it in the right order. Put in the boxes only the letters of the words. Won't I need a coat?

'Well, you know how......'

A. Today B. It C. Have D. Fatter

4. Completion Items

Completion items are a useful means of testing a student's ability to produce acceptable and appropriate form of language. This is example of completion items based on the student's letter: Write the correct word in each blank.

1. The students were writing	•••••	the teacher was dictating
2. Mr. Dick has two cars		two motorcycles.
3. I hope teddy isn't hate		you

5. Transformation Items

This type is extremely useful for testing ability to produce structures in the target language on the right of the text for completion. The continuity of the text is not impaired more than necessary by having both blanks and underlined words inserted in the sentences.

Transformation items giving some idea of the range of areas can be covered in this way:

1.	Valentino	Rossi can	drive	better	than	Andy
	Andy can	not				

2. Susi Susanti is very good at Badminton.

Susi Susanti plays

6. Items Involving the Changing of Words

This type of items is useful for testing the student's ability to use correct tenses and verb forms. Actually it is a traditional type of test but the layout is improved in this particular case by providing blanks be machine-marked but they are very useful for conclusion in classroom tests and exercise purposes. Verb: tense, etc.

Researchers (1) to convince that a drug (1)......

They (2) to test can improve the memory and that (2)......

It (3) to be the forerunner of other drugs which (3).....

Eventually (4) to improve mental ability (4).....

7. Broken Sentences Items

The type of items tests the student's ability to write full sentences form a series of words and phrases, and thus does not allow the test writer to concentrate exclusively on testing those particular grammatical features which may have just been practiced in class.

8. Pairing and Matching Items

This type of item usually consists of a short conversation. It is used to test the ability to select appropriate response to stimuli which would be presented orally in normal everyday situations.

COLUMN 1	LETTER	COLUMN 2
Going to see a film tonight?		A. No, I didn't.
How was the film?		B. Most are, I didn't.
I can't stand war film, can you?		C. It's one of the reason
So you went to the cinema		D. I had a lot of work to do
Don't you find war films too violet?		E. Actually, I quite like them.
Have you ever seen a Japanese war film?		F. Yes, I probably will.
I like war films		G. No, I haven't
Is everyone going to see the film?		H. What a good idea! Prefer them to war
		film.
What about going to see a cowboy film instead?		I. So do I
Why didn't you come with us to see the film?		J. All right Nothing special
Why you don't like war film?		K. No really. I quite like them
	1	

9. Combination and Addition Item

a. Combination Items

Students are instructed to join each pair sentences, using the word in brackets

- some questions may be very difficult. They should be left until later, (WHICH).
- 2). You finish the paper. Then check your answer carefully, (AFTER).

b. Addition Items

Students are instructed to insert the word in capital in the

- 1) STILL some students had not mastered the correct techniques for answering examination questions
- 2) YET have you answered all the questions