

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Definition of Understanding

Since the focus of a constructivist classroom is on cognitive development, the teacher must have extensive knowledge of the subject being taught and of how students learn the subject. More specifically, teaching for understanding requires that the conceptual frames of the student in that subject be known so that strategies which produce change and growth can be developed.

Understanding is the power or ability to think, learn, judge, intelligence sense.¹ So, understanding can be said as someone's ability to comprehend something after learn and remember it. In short, a student could understand the material lesson if he can make summary using himself explanation.

There appear to be five components to understanding:²

(1) Knowledge (meaning)

You need to know about a subject in order to understand it, but mere knowledge is not enough. It is a prerequisite, but not a definition of understanding. For example, you might memorize a map, yet you still could get lost. (Because you are unable to apply the knowledge).

(2) Relationship

When you understand another person then you can relate to that person and know what is going on inside them. We need to relate new knowledge to what we already know, and where appropriate, to ourselves.

¹Merriam Webster, *Collegiate Dictionary*, (USA: An Encyclopedia Britannica Company, 2003), p.1558.

²Ken J Ward, *What is Understanding?*, http://www.trans4mind.com/personal_development/MindDev/understanding.html: retrieved on May20, 2010.

(3) Similarities and differences

Understanding also implies that we can notice how some things are similar and how they are unlike other things. A doctor who understands a certain disease needs to know how that disease is similar to other diseases yet different from others

(4) Sympathy

Sympathy is important in all understanding. It is known what is going on inside. In the case of the map you have a mental image of the map and you can look at the map in your mind.

(5) Ability

The important element in understanding is the ability to skillfully do in the area that is understood.

a. Students' Understanding

A student is defined as a person who is studying at a college, polytechnic or university; boy or girl who is attending schools; anyone who studies or who is devoted to the acquisition of knowledge.³

Understanding is a psychological process related to an abstract or physical object, such as a person, situation, or message whereby one is able to think about it and use concepts to deal adequately with that object.⁴

Therefore, it can be said that students' understanding is students' understanding is students' ability to know the meaning of something, and then they can express or explain the information in different ways.

Teachers can actively engage students in monitoring strategies that require them to do something to illustrate their understanding. Teacher repertoires should include a wide spectrum of monitoring techniques that support students' learning styles, culture, and background experiences.

In order for a teacher to check the student's understanding, then the teacher needs to get the student to do something or some things that illustrate the student's understanding. In this way both the student and the

³A S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: Oxford University Press, 1987), p. 859.

⁴<http://en.wikipedia.org/wiki/Understanding>

teacher can be sure that understanding has occurred. For example, if a teacher has taught a student a new word, the teacher might ask the student to define the word. If the teacher notices that the student is using the word in everyday life, then the teacher may be happy that the student has understood the word.

b. Students' Understanding on Adverb of Frequency

One of the first things we learn in the English language is how to be grammatically correct. Sometimes this can be a difficult learning process.

Understanding English Grammar is absolutely necessary for effective and efficient written communication. Success in conveying meaning for students, business persons and those who are pursuing publication is highly dependent on correctly following English Grammar rules.

In this study, students' understanding means the capability of students in catching knowledge of adverb of frequency. The writer measures the understanding in using adverb of frequency in the suitable context and to place adverb of frequency correctly. Students' understanding can be seen by the score doing the evaluation.

2. Memory Round Game as One Type of Games

a. Definition of Game

“Game is a play used in class to get and improve students' interesting to follow the materials.”⁵

Game is one of the media to develop students' abilities in speaking, writing, listening, and reading. Because students have more motivation to engage the class with a game. Often, students are involved in playing the games do not realize that they are practicing language.

There are two kinds of games, competitive game, in which players or team race to be the first to reach the goal. And cooperative games, in which players or team work together towards a common goals. Successful

⁵Ayu Rini, *Excellent English Games*, (Jakarta: Kesaint Blanc, 2008), p.6.

completion of the games will involve the carrying out of task such as drawing in a route on a map, filling in a chart, or finding two matching pictures, rather than the correct production of structure.⁶

b. The Advantages and Disadvantages of Games

In Foreign Language classes, games is used to motivate students and create relax atmosphere in the classroom. Sometimes students feel bored and unmotivated when they learn foreign language. Some other advantages of using games are:⁷

- 1) Games are welcome break from the usual routine of the language class
- 2) They are motivating and challenging.
- 3) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- 4) Games provide language practice in various skills listening, speaking, reading, and writing.
- 5) Games encourage students to interact and communicate.
- 6) Games create a meaningful context for language use.

Because of game provides concrete, shared experiences of teaching and learning, it can be used by the teacher to focus on any aspects of teaching and learning.

Besides the advantages, games also have disadvantages such as games take a long time to prepare and it is difficult to organize the classroom. Moreover, games also represent a disturbance of traditional organization of the classroom. It provides few opportunities for input of new language and not all students like playing games.

c. Memory Round Game

Memory round game is defined as kind of game that is made of cards containing words (adverb of frequency) so that someone can make sentences using his or her cards.

⁶Jill Hadfield, *Intermediate Communication Games*, (England: Longman, 1990) p.v.

⁷Siti Tarwiyah, *Games, Songs, ad Practical Ideas to Teach Language*, (Semarang:English Department of Educational Faculty IAIN Walisongo,2008), p.3.

- 1) Materials: 3 x 5 cm cards with an adverb of frequency written on each.
- 2) Dynamic: Whole class
- 3) Time: 20 minutes
- 4) Procedure:
 - a. Prepare one card for each student. The words should be large and in dark ink so that all the students will be able read them. Depending on the size of the class, you may have to duplicate cards or play in two rounds.
 - b. The students form a circle, either sitting or standing. Ask student who has the best memory. Start with the person next to the volunteer so that the person who said he/she has the best memory will be last. (If you know who your weaker/quieter student is, start with them).
 - c. Each student makes a sentence using his or her adverb of frequency but writing is not allowed at any time.
 - e.g. - Never: I never eat fast food.
 - Always: I always brush my teeth.
 - Seldom: I seldom go to the movie.
 - d. Holding the card with adverb of frequency toward the circle. The first student says his or her sentence. The second student says his or her sentence and repeats the first students' sentence. The third student says his or her sentence and repeats the first two sentences. And go on around the circle until the last students who says his or her sentence and repeat the last sentence for everyone in the group. Don't allow any writing but do allow gesture and even one or two helpful words from the other students.⁸

Teaching adverbs of frequency will be more enjoy and interest using memory round game. It is a game which is very simple and not need much time. Memory is much emphasized in this game because student must

⁸Suzanne w-woodward, *Fun with Grammar*, (USA: Prentice Hall Regents, 1997), p.120.

remember their friends' sentences before. This game not only uses to be fun but also as a drill for students.

d. The Use of Memory Round Game in Teaching Adverb of Frequency

There are many games that can be used in connection with language teaching. In this way teacher should be able to find or create games that will help their students learn something as they play them. In order to make structure games could be taught easily the types of games should be suitable for the students and can be applied in class.

In conducting games activities, teacher chooses games which are appropriate to be conducted for the students of junior high school. The teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds.⁹

Based on the statement above, the writer concludes that the teacher's role is very needed to motivate students in teaching learning process while students in transition-period. Beside that, Jeremy Harmer says that student in junior high school have great capacity to learn, have a great potential for creativity, and a passionate commitment to things, which interest them.¹⁰

In this study, memory round game is used as media in teaching adverb of frequency. The use of memory round game is appropriate with the character of junior high school that still need opportunities for them to explore and experiment in a stable and supportive atmosphere, because they learn new experiences, new rules, and this range of age is one of the most challenging times in life. By using the game, students are given something new and different from what they usually get in class. They are not only as the object of teaching learning activity but also as the subject of it. When the teacher use the game, especially in teaching English structure, it means that teacher give chance to students to be active in

⁹Douglas brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), 2nd Ed., p.92.

¹⁰Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), 3rd Ed., p. 39.

expressing their own attitude. Thus, the game can make the teaching learning process more communicative.

In according to Suzanne Woodward, memory round game is used to practice or review lexical item recently taught or to understand relationship between word and meaning.¹¹

From the explanation above, it is concluded that memory round game can help the teacher to teach adverb of frequency because the game appropriate with junior high school characters. The game also makes the students more active in teaching learning process. By using memory round game students are hoped can develop their skill in remembering and applying the adverb of frequency in appropriate context of sentences. Students' of junior high school still has strong memory, so they can learn and understand something which makes them feel happy as the play a game.

3. Grammar in Teaching and learning

Before stepping forward to further discussion what should be discussed first is about the grammar itself. Actually there has been many definition stated by experts concerning to it, as Harmer had defined that grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey.¹²

From the definition above, it can be inferred that learning grammar is the same as learning how to produce appropriate sentence. There is no doubt that knowledge of grammatical rules is essential for the language mastery. The ability to communicate effectively and accurately is probably not attained quickly or efficiently through the pure communication practice in the classroom.

¹¹Suzanne w-woodward, *Op. Cit.*, p.120

¹²Scott Thornburry, *How to Teach Grammar*, (Malaysia: Longman, 2004), 6th Ed, p.

Grammar is a theory of language, of how language is put together and how it works.¹³ It means that grammar is the rules of the means of language to construct the sentences and it guides people how to speak and write correctly.

In learning certain language, grammar is part of language components that must be learned by the students. It is essential to avoid misunderstanding when they use the language to communicate. Grammar is very important because it focus on the purposes and uses of language. It derives from examination of spoken and written language and the context of its use.

There are general principles which can guide the teaching of grammar in second/foreign language classrooms:

- 1) Grammar teaching should be planned and systematic, driven by strategic vision of eventual desired outcomes.
- 2) Grammar teaching should nevertheless be “rough tuned”, offering learners at slightly different stages a range of opportunities to add increments to their grammar understanding.
- 3) Grammar teaching may involve acceptance of classroom code switching and mother tongue use, at least with beginners.
- 4) Grammar teaching should be “little and often”, with much redundancy and revisiting of issues.
- 5) Text based, problem solving grammar activities may be needed to develop learners’ active, articulated knowledge about grammar.
- 6) Active corrective feedback and elicitation will promote learners’ active control of grammar.
- 7) Grammar teaching needs to be supported and embedded in meaning oriented activities and tasks, which give immediate opportunities for practice and use.¹⁴

¹³Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* , (Sidney: AEE, 1994) p.2.

¹⁴Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Heinle&Heinle,2001)p.275.

In Grammar Teaching, teachers should teach materials using various activities that can make attractive students. Students are hoped have high motivation and active in classroom. Planning and strategic are needed to convey grammar well in order that students more easily to understand it.

4. Adverb of Frequency

a) Definition of Adverb of Frequency

Adverb of frequency tells us how often an action takes place. We use adverbs of frequency to indicate how often we do things or how often things happen.¹⁵

Therefore, adverb of frequency tell us how often something happens/is the case, happened/was the case, will happen/will be the case. They are including: *always, usually, often, sometimes, occasionally, seldom, rarely, never, etc.*

e.g. - I usually travel by train.

- She has sometimes come late.

These are called adverbs of frequency and include:¹⁶

Frequency	Adverb of frequency	Example sentence
100%	Always	I always go to the bed before 11pm.
90%	Usually	I usually walk to work.
80%	Normally/generally	I normally go to the gym.
70%	Often/frequently	I often surf the internet.
50%	Sometimes	I sometimes forget my schedule.
30%	Occasionally	I occasionally eat junk food.
10%	Seldom/rarely	I seldom read the newspaper.
5%	Hardly ever	I hardly ever drink alcohol..
0%	Never	I never swim in the sea.

¹⁵Martin Parrot, Grammar for English Language Teachers, (UK:Cambridge Univ. Press., 2000), p.34

¹⁶http://www.grammar.cl/Basic/Adverbs_frequency.htm.

We can use the following expressions when we want to be more specific about the frequency: every day, once a month, twice a year, four times a day, every other week.

b) Position of Adverb of Frequency

The basic rule is that adverbs of frequency come before the main verb but after present and past forms of be (am, is, are, was, were).in the case of tenses that use an auxiliary; we put the adverb between the auxiliary and the main verb.¹⁷

Position of Adverb of Frequency, are:

- 1) After to be (am, are, is, was, were)

S + tobe + Adv.freq + Predicate

e.g. - you are *usually* right.

- She is *always* the best student.

- 2) Before the main verb

S + Adv.freq + verb + Predicate

e.g. - He *always* forget my birthday.

- I *often* get headache.

- 3) After auxiliary verb

When we use auxiliary verb (have, will, must, might, could, would, can, etc.), the adverb is placed between the auxiliary and the main verb.

S + aux.verb + Adv.freq + verb + Predicate

e.g. - She has *probably* forgotten.

- My brother can *never* wake up on time.

- 4) If there is more than one auxiliary verb, adverbs of frequency usually go after the first auxiliary.

S + aux.verb 1 + Adv.freq + aux.verb 2 + Predicate

e.g. - Their roof has *never* been repaired.

- I will *always* be grateful to you.

¹⁷Michael Swan, Catheryn Walter, *How English Work*, (New York:Oxford University Press, 2002), p.74.

- 5) For emphasis we can put the adverb of frequency at the beginning or end of the sentence. At the end is unusual, we usually only put it there when we have forgotten to put it in earlier.

Adv.freq + S + verb + predicate

S + verb + predicate + Adv.freq

Exceptions: 'always' can't go at the beginning or end of the sentence.

'never, seldom, rarely' can't go at the end of a sentence.

They only go at the beginning of sentence.

- 6) When using adverb of frequency in the question form, put the adverb of frequency before the main verb.

aux.verb + S + Adv.freq + verb + Predicate

e.g. - Is the teacher usually busy?

- Have you ever visit New Zealand?

Exceptions: 'never, seldom, rarely and other adverb of frequency with a negative sense are not usually used in the question form.

- 7) When using adverb of frequency in the negative form, put the adverb before the main verb.

S + negative aux.verb + Adv.freq + verb + Predicate

e.g. - She is not *often* late.

- I don't *ever* download music from the internet.

Exception: 'never, seldom, rarely and other adverb of frequency with a negative sense are not usually used in the negative form.'¹⁸

We can also use the following adverbs at the beginning of a sentence, such as *often, usually, sometimes, occasionally, normally, frequently*. E.g. Occasionally, I like to eat seafood. But, we can not use the following adverbs at the beginning of a sentence, such as *always, seldom, rarely, hardly ever, and never*. E.g. They never say thank you.

¹⁸http://esl.about.com/lybrary/grammar/blgr_/12-04-2010/11.00am.

B. Previous Research

There are some researches done in games implementation. One of them is a study by Ika Apriliyani from Faculty of languages and Art, Semarang State University 2007. She made a “The Use of Making Match Games to Improve Students’ Acquisition of Irregular Past Tense Form to Construct Recount Text” that Used to the eight grade of MTs N 1 Semarang in the Academic Year of 2008-2009.

She did this study because many junior high school students have little enthusiasm in English structure class. Hopefully, by games, they will be enthusiastic in studying English and she wants to know the reaction to the games that is given. The result of the research, it makes the students enjoyed the lesson because it is supported with the game that can stimulate their brain to learn better.

The result from this research can be known if there was an improvement of students’ ability in acquiring irregular past tense form to construct recount text because the use of a making match game of eight year students junior high school and effective technique.

The similarity her research and the writer’s are on the use of games to teach grammar, the research approach and the data collection technique. The differences are on the participant, kind of games, and material.

Second researcher is Umi Kartikawati from Faculty of languages and Art, Semarang State University 2008. She conducted about “The Use of Memory Round Game in Teaching Prepositions of Place to Young Learners of the sixth grade students of SD N Sekaran in the academic year 2009/2010.

She did that study because usually students get bored in learning foreign language moreover the teacher teach them by conventional method which is not interesting.

The students’ mastery in English preposition of placed improved after the activities using memory round game. It could be seen from the average of the pre test score 66.07, formative test score 77.5, and post test score 83.84. Beside that according to the result of the questionnaire, most of the students

said that the activities using memory round game could help them in mastering English preposition of place beside game can improve students' motivation in teaching learning process.

The similarity between her research and the writer is on the media used, and the research approach. The differences are on the skill focus of the study, the participation and the data collection.

From the previous research that the writer has described, it can be concluded that it is effective to use games as an alternative technique in teaching learning English because it can improve the students' achievement

C. Action Hypothesis

In this thesis, the hypothesis can be stated that the implementation of memory round game can improve students' understanding on adverb of frequency at the VIII C grade students of MTs NU 07 Patebon Kendal.