

CHAPTER II

REVIEW OF RELATED LITERATURE

1. General Concept of Grammar

a. Grammar in Language Teaching

Language has three major parts: phonology (that is sound or pronunciation), vocabulary (that is words), and grammar.¹ In learning certain language, grammar is part of language components that must be learned by the students. Study of a language grammar is difficult but don't be desperate to learn grammar continuously. Many students felt that learn English grammar is difficult whereas grammar is the key of learning language. By studying grammar of the target language without neglecting to other components, the learners will understand the language either oral or written. In teaching English grammar for junior high school, grammar is one of language components to be taken and learned. Grammar is a central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well.

From the statement above the writer defines that grammar is the main components that must be learned, by knowing the grammatical rules will help students in mastering a language.

b. Quantifiers in Teaching and Learning

1) The Definition of Quantifiers

Quantifiers are words that are used to state quantity or amount of something without stating the actually number.² Usually quantifiers are used with countable and uncountable noun but there are some quantifiers that can be used with both of them.

2) The Usage of Quantifiers

¹ Raja Nasr, *The Essential of Linguistic Science*. Bandung : Longman Group. 2008, p. 52

² <http://www.english-the-easy-way-.com/Determiners/Articles-Determiners.htm>. On 25th December 2009

a) Much

Much used with uncountable noun, usually used in negative and interrogative sentences.³

Example : “I don’t drink *much* tea.”

“How *much* money do you have?”

Much can also be used in positive sentences but “a lot (of)” more usual in spoken English.⁴

Example : “I have *much* money.” (*I have a lot of money*).

b) Many

Many used with countable noun, usually used with negative and interrogative sentences.

Example : “Do you have *many* books?”

“There aren’t *many* girls here.”⁵

Many can also be used in positive sentences but “a lot (of)” more usual in spoken English.⁶

Example : “Do you have *many* friends?” (*Do you have a lot of friends*)

c) Any

Any used with uncountable and countable noun, if *any* used with countable noun has meaning *several* but if *any* used uncountable noun has meaning *little* and usually *any* used in negative and interrogative sentences.

³ George Wilkinson, *Complete English Grammar*. Jakarta : Indonesia. 2004 p. 95

⁴ Raymond Murphy, *English Grammar in Use*. New York : Cambridge University Press, 1998. p. 172

⁵ George Wilkinson, *Op Cit.* p. 95

⁶ Raymond Murphy, *Op Cit.* p. 172

Example : “I can’t buy any (*several*) books again because I don’t have money again.”

“Do you have any (*little*) money?”⁷

Can also Use “*any*” with the meaning “it doesn’t matter which.

Example : “You can catch *any* bus” (*it doesn’t matter which bus do you catch*).⁸

d) A few

A *few* used with countable noun has meaning “a small quantity” or “not a lot, but enough.”⁹

Example : “I have *a few* friends.” (*not a lot of friends, but enough*)

“I saw *a few* people in your home.” (*not a lot of people, but enough people*)

e) A little

A *little* used with uncountable noun has meaning “a small quantity” or “not a lot, but enough.”¹⁰

Example : “We have *a little* time before bus leaves” (*a little time = enough time*)

f) Some

Some is used with countable and uncountable noun if used with countable nouns have meaning *several*. But if *some* used in uncountable nouns have meaning *little*.

Example : “I have *some* (*several*) rulers.”

⁷ *Ibid*, p. 99

⁸ Raymond Murphy, *Op Cit.* p. 168

⁹ M. Kathleen Mahnke, *Grammar Links 2 : A Theme Based Course for Reference and Practice*. New York : Houghton Mifflin Company. 2003. p. 161

¹⁰ *Ibid*, p. 161

“Mr. Julia wants *some (little)* milk for her baby.”¹¹

g) A lot of

A lot of is used with countable and uncountable nouns. Usually as a successor of “many” and “much”.

Example : “I have *a lot of* books” (*I have many books*)

“I drink *a lot of* coffee.” (*I have much coffee*)

The writer also draws a table the usage of quantifiers:

Quantifier	Countable Noun	Uncountable Noun
Much	-	✓
Many	✓	-
Any	✓	✓
A few	✓	-
A little	-	✓
Some	✓	✓
A lot of	✓	✓

From the definition above, the writer can conclude that quantifiers are many types, functions, and usages. In this research the writer explains all quantifiers above because it is important to be known and learned for students.

3) Method of Teaching Quantifier

The learning method can be interpreted as the means used to implement a plan that had been prepared in the form of activities real and practical to achieve learning goals. Many ways or methods in teaching grammar, to obtain a good learning results of a teacher is required to use a method. If students feel enjoy as long as in the learning process, indirectly they will feasily understand what the teacher has to say. So that a teacher would be easier to deliver a

¹¹ George Wilkinson, *Op Cit.* p. 98-99

material to their students. In this researches the writer us cooperative learning think pair share. Many ways to teach grammar they are :

1. The Grammar Translation Method

Grammar Translation Method is a way of studying language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and text into and out of the target language.

2. Direct Method

Learn foreign language could be taught without translation or the use of the learner's native language if meaning was conveyed directly through demonstration and action.¹²

3. Cooperative Learning

Cooperative learning will be able to give new nuances in the implementation of learning by all fields of study or subjects that Amnestied teachers. Since learning cooperative learning has broad impact on the success in the learning process. Impact is not only to teachers but also on the students, and educational interaction appears and looks the role and functions of teachers and students.

c. Cooperative Learning

1) The definition of Cooperative learning

Cooperative learning may be broadly defined as any classroom learning situation in which students of all levels of performance work together in structured groups toward a share or common goal. Cooperative learning is a successful teaching strategy in which small teams, each with students of different level of ability, use of variety of

¹² Jc Richards, theodore, S, Rodgers 1998 *Approaches and Method in Language Teaching* , Usa : Cambridge University p 5

learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates to learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.¹³

Cooperative learning will be able to give new nuances in the implementation of learning by all fields of study or subjects that Amnestied teachers. Since learning cooperative learning has broad impact on the success in the learning process. Impact is not only to teachers but also on the students, and educational interaction appears and looks the role and functions of teachers and students.

2) **The function of Cooperative learning**

The function of the teacher in cooperative learning are as a facilitator, moderator, organizer and mediator clearly visible. This condition is the role and function of students' sight, the involvement of all students will be able to provide active and learning atmosphere impressed democratic, and each student had a role and will provide learning experiences to other students.

There are five basic principles fundamental to cooperative learning :

a) Face to Face Promotive Interaction

By using face to face promotive interaction, learning becomes active rather than passive. Group members need to do real work together.¹⁴ Teams encourage discussion of ideas and oral summarization. Cooperative teams help students learn to value individual differences and promote more elaborative thinking.

b) Positive Interdependence

¹³ <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>. On 22 December 2009

¹⁴ David W Johnson and Roger T Johnson, *Learning Together and Alone : Cooperative, Competitive and Individualistic Learning*. Massachusetts : a Paramount Communications Company, 1994. p. 89

Group members have to know that they sink and swim together. Positive interdependences require group member to roll up their sleeves and work together to accomplish something beyond individual success.¹⁵

c) Individual Accountability / Personal Responsibility

Individual Accountability exists when the performance of each individual member is assessed, the result given back to the individual and the group to compare against a standard of performance, and the member is held responsible by group mates for contributing his or her fair share to the group's success.¹⁶ Students must feel that they are each accountable for helping to complete a task and for mastering materials.

d) Interpersonal and Small Group Skills

In cooperative learning groups students are required to learn academic subject matter (task work) and also to learn the interpersonal and small group skills required to function as part of group.¹⁷ These include skill for working together effectively (staying on task, summarizing, recording ideas as well as group maintenance skills, encourage each other).

e) Group Processing of Interaction

The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals.¹⁸ Group processing can be individual, team wide, or at the whole collaborative skills.

¹⁵ *Ibid*, p. 81-82.

¹⁶ *Ibid*, P. 86.

¹⁷ *Ibid*, p. 90.

¹⁸ *Ibid*, p. 91.

d. Think Pair and Share in Teaching and Learning

1) The definition of Think Pair Share

Think Pair Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981 and adopted by many writers in the field of cooperative learning since then. It introduces into the peer interaction element of cooperative learning the idea of ‘wait or think’ time, which has been demonstrated to be a powerful factor in improving students’ responses to questions.

It is a simple strategy, effective from early childhood through all subsequent phases of education to tertiary and beyond. It is a very versatile structure, which has been adapted and used, in an endless number of ways. This is one of the foundation stones for the development of the cooperative classroom.¹⁹

2) The Implementation of Think Pair Share

Think pair share strategy is a type of cooperative learning method. Like the name “*Thinking*” in this lesson teacher gives the question or issue related with the lesson to be taught by the students. it means teacher gives the several times to the students to think about the answer.

“*Pairing*” in this step teacher asks the students in pairs. Give the students chance to discuss. It is supposed students understand the deepen meaning from their answer through intersubjective with their pair.

The result of intersubjective will be explained in the whole students class it is called by “*Sharing*”.²⁰ The teacher also supposed the students to interact or asking the other students related the

¹⁹ http://www.eazhull.org.uk/nlc/think%2C_pair%2C_share.htm. On 25th December 2009

²⁰ Agus Supriyono. *Cooperative Learning : Teori dan Aplikasi Paikem*. Yogyakarta : Pustaka Pelajar. P. 91

discussion topic.

From the statement above, the writer concludes that *think pair share* is interesting and creative strategy to makes students more patient to learn something, improve creativity, and also to save the time as well as possible.

To teach the experimental group, the writer used *think pair and share* method. Small group discussion was also applied to support the effectiveness of teaching and learning process.

The process of teaching and learning to teach quantifier are as follows:

- a. Teacher gives example of *think pair share* to the students.
- b. Teacher explains the material in front of class orally and asks students to respond.
- c. Teacher gives a question to the students and students think about the answer individually. Students may write down their answer, but should not to do so.
- d. Teacher asks to the students in pair to discuss about their answers.
- e. After finished, teacher points of the students to explain the answer in front of class.

The students in the control group were taught without using *think pair and share*. The teacher only explains the material classically and the students answer questions.

The steps of the teaching and learning were as follows:

- a. Students are divided into four groups. Each group consists of ten students.
- b. Teacher explains the material in front of class classically.
- c. Teacher gives students exercise, which is related to the topic.
- d. Teacher asks each group to correct together.

3) **The Advantages of Think Pair and Share**

Students and teacher that are involved in cooperative learning *type think pair and share* achieve many benefits. The advantages of the

think-pair-share technique are that :

- a) It's quick
- b) It doesn't take much preparation time
- c) The personal interaction motivates many students with little intrinsic interest in science
- d) You can ask different kinds and levels of questions
- e) It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.
- f) You can assess students' understanding by listening in on several groups during the activity, and by collecting responses at the end
- g) You can do *think-pair-share* activities once or several times during a given class period.²¹

4) The Disadvantages of Think Pair and Share

Cooperative learning think pair share type is not only have the advantages but also have a disadvantages they are :

- a) Can be very noisy.
- b) Puts time pressure on some.²²

2. Recent Researches

In making this thesis the writer was considering some previous researches to support the writer's thesis that is :

- a. The Effectiveness of Cooperative Learning Method in Developing Students' Writing Skill of News Item (the Case of the Eleventh Year

²¹ <http://serc.carleton.edu/introgeo/interactive/tpshare.html>. On 22th December 2009

²² <http://etc.usf.edu/broward/mod4/training/share.html>

Students of State Senior High School 3 Pati in the Academic Year 2008/2009).²³

This research concludes that the using of cooperative learning can improve students ability in writing skill. It can be seen the result by testing the students as the result, every students can write the news item based on the topic that given by the teacher.

- b. Teaching Reading Comprehension by Using Collaborative Strategic Reading For Year X of SMAN I Ngrami, Ngawi (An Action Research at Year X of SMAN 1 Ngrami, Ngawi in the Academic Year 2006/ 2007).²⁴

This research shows that the collaborative strategic can improve student's ability in reading. It can be seen from the result of the test. Before the treatment the students' result who were taught by using collaborative strategic got 8,4 points and after the treatment got 9,8 points.

This research is different from previous ones. This research focuses on think pair and share to improve student's understanding on quantifiers with experimental study. The writer needs two classes, 8 D (Experimental group), 8 E (Control group). There are any differences between experimental and control class in the teaching and learning process. It means that experimental group was taught using think pair and share and control group was taught without using think pair and share.

3. Statement of Hypothesis

In conducting the research, the researcher proposes the working hypothesis:

There are any improvement of students' understanding on quantifiers at Eight Grade Students of SMPN 23 Semarang in the Academic Year of

²³ Ana Rakhmawati, 2201404661. *The Effectiveness of Cooperative Learning Method in Developing Students' Writing Skill of News Item*. UNNES, Semarang 2008.

²⁴ Husnul Imaroh, 2201402084. *Teaching Reading Comprehension by Using Collaborative Strategic Reading*. UNNES, Semarang 2007

2009/2010 after being taught Using Cooperative Learning Think Pair Share Type.