

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Teaching Grammar

a. Definition of Grammar

Many people think of grammar as a rather boring school subject which has little use in a real life. Grammar is considered important, because grammar is a basic knowledge of language to understand English perfectly. It is important to know the definition what is grammar before studying Word Order. There are some definitions about grammar. Scot Thronbury defines grammar is a description of the rules for forming sentences including an account of the meanings that these forms convey and said that grammar adds meanings that are not easily inferable form the immediate context.¹

According to Geoffrey Leech, grammar is a set of rules which do not allows others; otherwise they do would not be able to put words together in a meaningful way.² Linda Gerot and Peter Wignell explain that grammar is theory of language, of how language is put together and how it works. More particularly, it is study of wording.³

From some definitions above, we know that grammar accurately has significant roles in learning and teaching a certain language, so grammar is very important and very useful it can be summarized that it is important to understand meaning of the individual words in a sentence by using appropriate.

¹Scot Thronbury, *How to Teach Grammar*, (England: Person Education Limited, 1999), p.13.

²Geoffrey Leech, *et. al.*, *English Grammar for Today a New Introduction*, (Mac Milan: The English Association), p.3.

³Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises, 1995), p.2.

b. Basic Principle for Grammar Teaching.

There are basic principles for grammar teaching. Grammar presentation and practice activities should be evaluated according to:

1) How efficient they are (the E-factor)

When considering an activity for the presentation or practice of grammar the first question to ask, is:” How efficient is it?” The efficiency of an activity is gauged by determining:

a) Its economy

When presenting grammar, a sound rule of thumbs is: the shorter the better. It has been shown that economy is a key factor in the training of technical skills. When learning how to drive a car or operate a computer, a little prior teaching seems to be more active than a lot. The more the instructor pile of instruction, the most confused the trainees are likely to become. The same would seem to apply in language teaching be economical.

b) The ease factor

It recognizes the fact that most teachers lead busy lives, have many classes, and simply cannot afford to sacrifice valuable free time preparing elaborate classroom materials. Of course, the investment of time and energy in the preparation of materials is often accompanied by a commitment on the part of teacher to make them work.

c) The efficacy factor

It is the least easy to evaluate. We have to operate more on hunch than on hard data. Learning like language, resist measurement. Of course there are test

and these can provide feedback to the teacher on the efficacy of the teaching and learning process.

2) How appropriate they are (the A-factor)

The efficiency of an activity takes into account:

- a) Learners' need and interest.
- b) Learners' attitude and expectations.

Any classroom activity must be evaluated not only according to efficiency, but also appropriate. Factors to consider when determining appropriate include: the age of learners.

- c) Their levels.
- d) The size of the groups.
- e) The constitution of the group, e. g. monolingual or multilingual
- f) What their needs are, e.g. to pass public examination.
- g) The learners' interest
- h) The available material and resources
- i) The learners' previous learning experience and hence presents expectations
- j) Any cultural factors that might affect attitudes such as their perceptions of the role and status of the teacher
- k) The educational contexts, such as private school or state school, at home or abroad.⁴

The researcher can make conclusion, Efficiency can be defined as the optimal setting of three related factors: economy, ease, and efficacy. Ease means in teaching grammar, the teacher has to be able to make comfortable and relaxed for teaching learning process in other word the teacher able to lack of difficulties that faced the students. And the last, efficacy means that in the end learning the

⁴ Scot Thonbury, *op. cit.*, p. 25.

teacher has to give feedback and test to students. But appropriate factor can be concern between materials given has to suitable and correct based on learning goal.

c. Approaches in Teaching Grammar

1) Deductive Approach

Thornbury explains that in deductive approach starts with the presentation of a rule and followed by example which the rule is applied.⁵ In addition, deductive approach is known as a top down approach, this is the standard teaching approach that has a teacher explaining rules to the students.⁶ The researcher concluded that deductive approach is the conventional method which commonly used by teacher in last period and in deductive approach the teacher should explain the rules clearly because she as the learning centre.

a) The advantages of deductive approach

Deductive approach is saving time, many rules especially rule of form can be more simply and quickly explained than elicited from examples, it respects the intelligence and maturity of students' especially adult learners, and it is appropriate to adult learners and easy to teachers to explain the material without demonstration or using media.

b) The disadvantages of deductive approach

Explanation is seldom as memorable as other forms of presentation such as demonstration, it is difficult for young learners to memorize the explanation and most of students less active because teacher as learning centre.

⁵ Scott Thornbury, *op.cit.*, p.29.

⁶http://esl.about.com/cs/teachingtechnique/a/a_teachgrammar_2.htm accessed on January 4, 2010.

2) Inductive Approach

Inductive is known as a bottom up approach, it means that students discovering grammar rules while working through exercises.⁷ In other hand, Thornbury explains that inductive approach starts with some examples from which a rule is inferred without having met the rule, the learners study examples and from these example derives an understanding of the rule.⁸ The writer concludes that inductive approach is improvement of the deductive approaches; it is the method which used by English teacher in recently years to improve the teaching strategy.

a) The advantages of inductive approach.

Inductive approach is more memorable because the rules are discovered by example, students more interested in learning and it is possible to students more active because they get the opportunity for extra language practice.

b) The disadvantages of an inductive approach.

Teacher should patient to build students understanding because the rules are discovered in example, spend lot of time and energy and it is possible for students to make the wrong answer when analyzing the rules from example.

⁷http://esl.about.com/cs/teachingtechnique/a/a_teachgrammar_2.htm accessed on 4/01/2010.

⁸Scott Thornbury, *op.cit.*, p.29 & 49.

2. General Concept of Word Order, Simple Sentence and Simple Present tense

a. General Concept of Word Order

Each of language has different word order to form sentences grammatically. That is one of the reason the researcher does this thesis. Some definition of Word Order as follow:

- 1) Word order (Linguistics) is the arrangement of words in a phrase, clause, or sentence. In many languages, including English, word order plays an important part in determining meanings expressed in other languages by inflections. In other words word order is the way to arrange words into good arrangement.⁹
- 2) Word order is the syntactic arrangement of words in a sentence, clause, or phrase.¹⁰
- 3) Word order is the order in which words come in clauses and sentences.¹¹

So, Word Order is the arrangement of words comes in phrase, clause and sentence.

English is referred to as an SVO (where S refers to subject, V to verb and O to object).¹²It is same with Indonesian that using SVO. But English more complicated because in negative and interrogative sentence it uses auxiliary verb. They are *Do* and *does* are used for verbal sentence. For non verbal sentence uses *are*, *is* and *am*.

⁹ <http://www.thefreedictionary.com/word+order> accessed on 4/12/2009.

¹⁰ <http://www.thefreedictionary.com/word+order> accessed on 4/12/2009.

¹¹ Sara Cushing Weigle, *Accessing writing*, (USA: Cambridge University Press, 2002), p.216.

¹² Monica Crabtree, *Language Files*, (USA: Ohio State University Press, 1991), p.207.

For example:

a) Indonesian:

(-) Adiku tidak menyapu lantai.

(?) Apakah adiku menyapu lantai?

b) English :

(-) My sister does not sweep the floor.

(?) Does my sister sweep the floor?

c) Indonesian:

(-) Mereka tidak menyapu lantai

(?) Apakah mereka menyapu lantai?

d) English :

(-) They do not sweep the floor.

(?) Do they sweep the floor?

For examples above we know that students will get difficulties in use auxiliary verb. Besides that they must know Word Order for negative and interrogative sentence in English.

Those reasons make me want to use flashcard to improve students understanding on Word Order.

b. General Concept of Simple Sentence

A sentence is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses and expresses a complete thought.¹³

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.¹⁴

Simple sentence is one independent clause.¹⁵The subject in a simple sentence may be compound. The verb may also be

164.

¹³ Alice Oshima, *Writing Academic English*, (USA: Pearson Education, 2006), 4nd Ed., p.

¹⁴ <http://www.eslbee.com/sentences.htm> accessed on December 4, 2009.

¹⁵ Alice Oshima, *op.cit.*, p. 164.

compound. What is important is that there is only one subject-verb combination in a simple sentence.

The simple sentences can be written as formulas:

SV : simple subject with simple verb.

SSV : compound subject with simple verb.

SVV : simple subject with compound verb.

SSVV : compound subject with compound verb.¹⁶

For example:

1) **SV (simple subject with simple verb).**

(+) My sister speaks English well.

(-) My sister does not speak English well.

(?) Does your sister speak English well?

2) **SSV (compound subject with simple verb).**

(+) Nensi and Asti play volley ball.

(-) Nensi and Asti do not play volley ball.

(?) Do Nensi and Asti play volley ball?

3) **SVV (simple subject with compound verb).**

(+) Naila read and listen the music in the bedroom.

(-) Naila do not read and listening music in the bedroom.

(?) Does Naila read and listen music in the bedroom?

4) **SSVV (compound subject with compound verb).**

(+) My mother and father speak and write English well.

(-) My mother and father do not speak and write English well.

(?) Do your mother and your father speak English well?

¹⁶ Ann Hogue, *FIRST STEPS IN Academic Writing*, (New York: Addison-Wesley Longman, 1995), p.18.

c. General Concept of Simple Present Tense

Simple present is used to express an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens.¹⁷

The rules of simple present tense are:

1) Verbal sentence

(+) S + Verb 1 + Object

(-) S + Do/Does + not + Verb 1 + Object

(?) Do/Does + S + Verb 1 + Object ?

2) Nominal sentence

(+) S + to be (is, are, am) + Object

(-) S + to be (is, are, am) + not + Object

(?) To be (is, are, am) + S + Object ?

For example:

a) (+) She plays tennis everyday.

(-) She does not play tennis everyday.

(?) Does she play tennis everyday?

b) (+) Her bag is new

(-) Her bag is not new

(?) Is her bag new?¹⁸

Based on some example above we have some conclusions that simple present expresses habits or usual activities; it uses do and does for verbal sentence and uses am, is, are for nominal sentence in negative sentence; and it uses do and does for verbal sentence and uses am, is, are for nominal sentence in interrogative sentence.

¹⁷ Emalia Iragiliati,dkk., *Interactive English Junior High School*, (Surabaya : Yudisthira, 2009), p. 5.

¹⁸ Mun Fika, dkk., *Complete English Grammar*, (Surabaya: Apollo,1991), p.34.

3. The Concept of Flashcard

a. Flashcard as Teaching Media

1) Definition of flashcard

Kasihani explains that flashcards is cards have big size, usually use paper rather thick, stiff, and the size is A4. It contains of picture and words.¹⁹

According to Jeremy Harmer, Flashcards are smallish cards which we can hold up for our students to see.²⁰ Flash card is a card bearing words, number or pictures that briefly displayed (as by a teacher to a class) use as a learning aid.²¹

Flashcard can also be used for creative language use. We might ask students to write a description of a flashcards, we ask them to invent the conversation taking place between to people in a picture or in a particular role play activity, ask them to answer question as if they were the character in a famous painting. We can make flashcards in a number of way, we can take pictures from magazine and stick them on card. We can draw them. We can buy reproductions, photographs, and poster from shops or we can photocopy them from a variety sources. We should check copyright before doing this.²²

In using flashcards, it required considerable attention about way of handle and move when we will change the picture. Picture has to clear enough if seen by students and it moved quickly from behind side to front side. There are three criteria to make flashcard as below:

¹⁹ Kasihani K.E Suyanto, *English for Young Children*, (Jakarta: PT. Bumi Aksara, 2007) p.109.

²⁰ Jeremy Harmer, *The Practice of Language Teaching*, (Malaysia: Longman, 2002), p. 134.

²¹ Merriam and Webster, *Merriam-Webster's Collegiate Dictionary*, (USA: Merriam-Webster's inc, 2003), p. 476.

²² Jeremy Harmer *.Op cit.*, p.136.

- a) Flashcard should be visible, big and clear enough so that all of students can see detail.
- b) The picture on flashcard has to convey the message clearly, don't confused or describe something that confused.
- c) How way of use must be correctly.²³

From some definition above, flashcard is card bearing picture and word or short sentences are flashed for brief moment, it helps the teachers to handle and show the material to the students easily. Flash cards have various sizes according to student's specific need and class size.²⁴ Flashcard is one of visual aids which are used to make the students more interest and enjoy in teaching learning process and to improve student's understanding on the material given by the teacher.

The cards can be really very big, so as the whole class can see it at the same time (for instance, when teaching students to ask and to give directions, it would be nice to have a big picture of a city seen from the top and showing many different places, making it easy to present and practice new structures together, before allowing students to produce their own pieces of information), but also can be customized to teacher's and student's specific for individual or small groups.²⁵

Based on some reasons above, the researcher uses flashcard as media to teach simple sentence in the simple present tense. It used to improve student's understanding on Word Order.

²³ Kasihani K.E Suyanto, *op. cit.*, p.106.

²⁴ AS, Homby, *Oxford Advanced Learners Dictionary of Current English*, (USA: Oxford University Press, 1995), p. 445.

²⁵ *Ibid*, p.1331.

2) Strengths and weaknesses of flashcard

a) Strengths of flashcard

Flashcard is one of visual aid which can be used in teaching and learning process. It helps the students to understand the material is given by their teacher. Some strength of flashcards as follow:

- (1) Flashcards are quite useful and an effective method to help students to study.
- (2) Flashcards help in summarizing and memorizing.²⁶
- (3) Flashcards are the effective and easiest way to learn and remember new information.
- (4) Flashcards make the learning process even more fun.
- (5) Flashcards make students memorize more in less time.²⁷

b) Weaknesses of flashcard

Beside of the strengths of flashcards, there are many weaknesses of them as follow:

- (1) Flashcard can be expensive.²⁸
- (2) Flashcard can make students misunderstanding about the teacher explanation when the flashcards are not clear and big enough.
- (3) Teacher need much time to make flashcard.²⁹

b. Flashcards as Visual Aids

Visual aids are one of media which make the students can be interested. Visual aids has important role in teaching learning activity.

²⁶http://wiki.answers.com/Q/What_is_the_advantages_and_disadvantages_of_flashcards accessed on 22/07/2010.

²⁷ <http://mymentor.ru/articles/flashcardsbenefits.aspx> accessed on 22/07/2010.

²⁸ http://www.ehow.com/about_5371920_objectives-teaching-aids.html accessed on 22/07/2010.

²⁹ Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p.51.

It can make student's understanding easier and to reinforce memory. It also to develop student's interest and give connection between material and real matter. In order to more effective, visual aid should occupied on context has meaning and the students have to interact with the image convinced that created information processing.³⁰

Visual aid is one of teaching instrument that used by a teacher to teach her students in class or to show about process or way to do something with hope the students will more understand and enjoyable in teaching learning process.

There are some definitions of visual aids. Visual aid is connected with sight. There are picture, video, etc which used to help student's understanding on the material in teaching process.³¹ Visual aid is an instructional device (as a chart, map, or model) that appeal chiefly to vision, especially an educational motion picture or filmstrip.³²

According to Levie and Lentz, there are four functions of teaching aids, especially visual aids as bellow:

1) Attention Function.

Visual aids is main has mean to interest and to give direction to the students for concentrating to the subject based on visual showed or it contains text of the subject. More often in the first subject, students not interest on the material or the subject is dislike them, so they not attention. Picture, especially the picture projected through projector overhead can interest their attention directly to the material which they accept. So may be, for getting and remembering the material more large.

2) Affective Function.

Visual aid can be seen from student's need when they are studying or reading the text illustrated. Picture or visual symbol

³⁰ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2002), p.89.

³¹ A.S. Hornby, *op. cit.*, p.481.

³² Merriam and Webster, *op. cit.*, p. 1399.

can stimulate emotion and student's attitude such as information based on social problem or race.

3) Cognitive function.

Visual aid can be seen from discovery invention express which visual symbol or picture can be fluent goal achievement. It is used to understand and to remember information or message on picture.

4) Competence function.

Visual aid is can be seen from research result which it can give context for understanding the text and it can help weakness students in reading for organizing and remaining information on text. In other word, visual aids has function to stimulate weakness students and for them is late in accepting and understanding the materials provided as text or verbal.³³

According to Asnawir and M.Basyirudin, Graphic aid is also called by visual aid. It has function to convey the message from the sender to the receiver which is the message to serve up through visual communication symbol. According to Arief S.Sadiman, the symbols has to understudied correctly in order to message delivery process can be success and efficient. In another general function above, especially graphic aid also has function to interest student's pay attention, to clear the ideas, and to describe or to decorate the fact that may be will be easy forgotten and ignored if not graphite.³⁴

In English class for children, teaching learning process should use aid, especially visual aid, there are picture, flashcard, doll, or puppet, realia, miniature or something is real which can brought in the class. According to Kasihani, Kinds of picture is served in cards form. There flash cards, circular cards, flip cards, etc. It is extremely help to

³³ Azhar Arsyad, *op. cit.*, p.17.

³⁴ Asnawir and M. Basyirudin Usman, *op. cit.*, p.33.

fluent teaching learning process. This card can be used for individual activity, group, and classical.³⁵

To make in teaching Word Order is successful. The teacher needs a teaching strategy. The teaching strategy will help the students to understand Word Order easily. Concerning this research, the researcher takes a strategy to use flashcards as visual aids in teaching Word Order. Because it help the students not only in improving student's understanding on Word Order but it also help them to memorize the intended pattern of simple sentence in the simple present tense and improve student's understanding in using auxiliaries. Teacher expected can be creative and imaginative in learning and teaching process.

4. Teaching Word Order using Flashcard

Flashcards are visual aids can give motivation and stimulation in teaching learning process. It can help the students to improve students' understanding on Word Order. Below several games of using flashcard to teach Word Order:

1. Use the Classroom: Too often, teacher limit their flashcard use to holding them up in their hands in front of a watching class, but remember, we can do so many other things such as Pin up flashcards up on the whiteboard, getting students to put them some sort of logical order. Give them on students to use in communicative" mingle" activities. Lay them on the floor and use in activities where students have to stand by the one which applies them. Then use in memory games in the middle of a large desk in front of the students.³⁶
2. Flash card Sentences: Divide the class into groups of three of four. Give each group the same pictures, or put it on overhead. Instruct the

³⁵ Kasihani K.E. Suyanto, *op cit.*, p. 102-103.

³⁶ <http://www.Esl-lounge.com/premium/flashcard-help.php>, accessed on 12/01/2010.

groups to describe the flashcard with arrange scrambled words in as many sentences as possible with the time allowed using simple present tense. The sentences must be grammatically correct and accurately depict what happen in the picture. Each group read sentences or writer them on the board. The group with the most correct sentences wins.³⁷

According to Siti Tarwiyah, Game can motivate and make challenge.³⁸ So the researcher considers that games using flash card above are appropriate and interest for students in Junior High School. The researcher uses some of them or combines them to teach Word Order on first graders at SMP 23 Mijen Semarang.

B. Statement of Hypothesis

Hypothesis is predictable statement which needs to be explored more. If a statement which not need to be researched is not hypothesis. In addition, hypothesis is predictable answer of the research which the fact must be examined.³⁹ The hypothesis of this research is using scrambled word on flashcard can improve student's understanding on Word Order.

³⁷ Suzanne W. Woodward, *Fun with Grammar*, (United States of America: Prentice Hall regents, 1997), p.12.

³⁸ Siti Tarwiyah, *Games, Song, and Practical Ideas to Teach Language*, p.5.

³⁹ Jumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: Raja Grafindo Persada, 2006) P.21.