CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Researches

Before conducting the research, the researcher had looked for some researches relates to this research. The first research is a thesis entitled "The Use of Quiz Team Technique to Improve Students' Understanding on Passive Voice" by Zainal Arifin (Tarbiyah Faculty of Walisongo State institute for Islamic Studies Semarang, 2011). The objective of the research is to know the improvement of students' understanding on passive voice after being taught by quiz team technique. This previous research was Classroom Action Research. This study was conducted of XI IPA 2 grade students of MA Matholi'ul Huda Bugel Kedung Jepara in the Academic Year 2010/2011 class as research subject. The result of the test showed that the students were successful to understand passive voice by using Quiz Team Technique.¹

The differences between his research are the technique and the year. He used Quiz Team Technique as a learning aid, while the researcher will use Busy Picture Game to improve students' understanding on passive voice.

¹ Zainal Arifin (063411032), *The Use of Quiz Team Technique to Improve Students' Understanding on Passive Voice* (Semarang: Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang, 2011), Unpublished thesis.

The second research is a thesis entitled "Analysis on the Difficulties in Using Passive Voice Forms in Two Tenses: Simple Present and Simple Past" by Uswatun hasanah (Faculty of Tarbiyah and Teacher's Training Syarif Hidayatullah State Islamic University Jakarta, 2010). The objective of the research is to clarify the errors of passive voice in simple present and simple past. This research was a case study. Based on this research, many students made errors on the passive voice construction with the highest frequency of errors that occurs in simple past, mainly in changing from active to passive form. This research was conducted of Tenth year students of SMA Miftahussa'adah Tangerang.²

The similarity between the researcher's study and this previous research is about the material of study that is passive voice. And the differences are this previous research was case study research and whereas the researcher's study is Classroom Action Research (CAR).

² Uswatun Hasanah (105014000365), *Analysis on the Difficulties in Using Passive Voice Forms in Two Tenses: Simple Present and Simple Past.* (Jakarta: Department of English Education Faculty of Tarbiyah and Teacher's training Syarif Hidayatullah State Islamic University Jakarta, 2010), Unpublished thesis

B. Literature Review

1. General Concept of Grammar

a. Definition of Grammar

People do not study grammar of their own mother tongue to use it for daily speaking, but when people need to polish their own mother tongue, people have to study its grammar and they usually do that. When people come to learning a new language like English language, they need to study its grammar, the importance of grammar cannot be neglected and before people do that they need to understand what grammar is.

There are some definitions about grammar. Scott Thornbury defines grammar as a description of the rules for forming sentences including an account of the meanings that these forms convey and he said that grammar adds meanings that are not easily inferable form the immediate context.³ Geoffrey Leech explained that grammar is a mechanism for putting word together, but we have said little about sound or meaning. We can think of grammar as being a central part of language which relates sound and meaning.⁴ According to Greenbaum, a grammar is a book of one or more volumes. We of course

 $^{^3}$ Scott Thornbury, $\it How\ to\ teach\ Grammar$, (Essex, England: Longman, 2006), p. 13.

⁴ Geoffrey Leech, Margaret Deuchar, and Robert Hoogenraad, *English for Today, A new Introduction* (New York: Macmilan, 1982), p.4.

also use grammar for the contents of the book. When we compare grammars for their coverage and accuracy, we are referring to the contents of the book: a grammar is a book on grammar, just as history is a book on history.⁵

From some definitions above, we know that grammar is set up rules about the grammatical structure of language. This common set of rules known as the grammar. So, grammar is very important to understand meaning of the individual words in a sentence by using appropriate rules.

b. The Importance of Learning English Grammar

Our native language is such an important part of our social existence that, like other social institutions, it easily becomes a subject for argument. Language, moreover is intimately connected with judgments about status, and about what is good or bad, right or wrong, beautiful or ugly. There are some problems of grammar usage, such as, problem of personal pronouns, problem of number concord, problem of the generic masculine, etc.⁶

In learning certain language, grammar is a part of language components that must be learned by the

⁵ Sidney Greenbaum, *English Grammar*, (New York: Oxford University Press, 1996), p. 23.

⁶ Geoffrey Leech, Margaret Deuchar, and Robert Hoogenraad, English for Today: A new Introduction, second Edition" P. 184-191

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 senior high school, grammar is one of language components to be taken and learned. Grammar is a center to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well.

English grammar is the system of combining words into phrases, clauses, sentences, and paragraphs in English. When the students are not able to learn the English grammar they may fail to express ideas, thoughts, and feelings in language.

To speak clear and more effective manner we study grammar. A person who has unconscious knowledge of grammar may be sufficient for simple language use, but the ones who wish to communicate in an artful manner and well, will seek greater depth of understanding that the study grammar provides.

c. Basic Principles for Grammar Teaching

There are two basic principles for teaching grammar:

1) The E-Factor: Efficiency = economy, ease, and efficacy

Efficiency dealing with grammar activity need lot of materials and resources but the classroom time is limited and the teachers should think creative to make the time be efficient. There are three aspects to make teaching learning process be efficient there are economy, ease, and efficacy.

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 effective than a lot. The more the instructor piles on instructions, the more confused the trainee is likely to become. The ease factor 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 part of the teacher to making them work. But, realistically, painstaking preparation is not always going to be possible. Generally speaking, the easier an activity is to set up, the better it is. Efficacy factor 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/learning process.⁷

2) The A-Factor: Appropriacy

In classroom activity must be evaluated not only according to criteria of efficiency, but also of appropriacy. Factors to consider when determining appropriacy include:⁸

- a) The age of the learners
- b) Their level
- c) The size of the group
- d) The constitution of the group
- e) What their needs are, e.g. to pass a public examination
- f) The learners' interests
- g) The available materials and resources
- h) The learners' previous learning experience and hence present expectations
- i) Any cultural factors that might affect attitudes,
 e.g. their perception of the role and status of the teacher

⁷ Scott Thornbury, *How to Teach Grammar...*" p. 26.

⁸ Scott Thornbury, *How to Teach Grammar*..." p. 26-27.

The educational context, e.g. private school or state school, at home or abroad

d. Approaches in Teaching Grammar

In general, there are two basic approaches to teaching grammar; that are deductively and inductively.

1) Deductive Approach

A deductive approach starts with the presentation of a role and is followed by examples in which the role is applied. An example of deductive learning might be that, on arriving in a country you have never been to before, you are told that as a rule people rub noses when greeting one another, and so you do exactly that.

As shown by Thornburry, the advantages of deductive approach are as follows:⁹

- a) It gets straight to the point and can be time-saving because many rules are more quickly explained thereby allowing more time for practice and application.
- b) It respects the intelligence and maturity of manyespecially adult students, and acknowledges the role of cognitive processes in language acquisition

⁹ Scott Thornbury, *How to Teach Grammar...*" p. 30

- c) It confirms students' expectations about classroom learning, particularly for those with an analytical learning style.
- d) It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

On the other hand, the deductive approach has also disadvantages that are as follows.

- Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones.
- b) Explanation is seldom as memorable as other forms of presentation, such as demonstration
- c) Such an encourage the belief that learning a language is a simply a case of knowing the rules.

In other words, this approach will be beneficial for the students whose analytical ability are high and give much opportunity for students to do more practice rather than the teachers' rules explanation. In contrary, it will be a hindrance for young learner to study grammar because they have not had the analytical ability yet.

2) Inductive Approach

An inductive approach starts with some examples from which a rule is inferred. Ruth Wajnryb

that inductive approach is such states communication learners one. are not taught grammatical rules directly or explicitly, but are left to induce the rules from their use of the language. 10 From the statement, the researcher concludes that inductive approach is improvement of the deductive approach; English teacher used some methods to improve the teaching strategy.

This second approach to the grammar teaching learning has many advantages and disadvantages as well. Here may be its advantages:

- a) The rules learners discover for themselves are more likely to fit their existing mental structure than rules they have been presented and will make the rules more memorable and meaningful.
- Students are more actively involved in learning process, rather than being simply passive recipients.

Besides, this approach has also its disadvantages. Here are the following:

 This approach frustrates students who, because of personal learning style or past learning

¹⁰ Ruth Wajnryb, Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers, (London: Cambridge University Press, 2002), p. 85.

experience, would prefer simply to be told the rule.

b) Students may hypothesize the wrong rules or their version of the rule may be either too broad or too narrow

Regardless those two approaches, teacher actually can use either deductive or inductive approach based on the teaching learning context which may include student learning style because there is no single approach will appropriate for all grammar items and for all learners.

e. Methods for Teaching Grammar

Many methods have been proposed for the teaching of foreign language. And they have met with varying degrees of success and failure. There are some methods includes the grammar aspects in language teaching and learning. Following are some of them:

1) Grammar Translation Method

This method emphasizes grammar component to be taught, grammatical rules are given in quite large proportion and are taught deductively because the fundamental purpose of language learning is to be able to read literature written in the target language.¹¹

2) Communicative Language Learning

This method has main objective in language teaching and learning; that is students' communication ability. However the grammar aspect is given in quite proportion as the pre communicative activities. 12

3) Audio Lingual Method

The goal of this method is that students are hoped to be able to use the language communicatively. There are many drillings as forming habits in target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.¹³

4) Direct Method

The objective of learning is to make the learners communicate in target language. Thus, the proportion of grammatical rules to be taught is relatively just little. It tends to be taught inductively, that learners

¹¹ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (England: Oxford University Press, 1986), 9th Ed., p. 9.

 $^{^{\}rm 12}$ Diane Larsen-Freeman, Techniques and Principles in Language Teaching ...p. 123

¹³ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* ...p. 43

are provided with examples and they figure out the rule or generalization from the examples.¹⁴

Those methods might point out how grammar is seen as the aspect in language learning that cannot be ignored at all. Each of them includes grammar to be taught in language learning either in deductive or inductive approach although it might just be taught in a little portion.

2. Teaching Passive Voice at Senior High School

a. The Understanding of Passive Voice

English has two voices, active and passive. To indicate a subject's relationship to the action expressed by its verb. As a two-sided coin, passive voice is the opposite of active voice in sentence pattern, both shows different understanding and function and have dissimilar rule in use.

In other word, we can say that the subject of the sentence in receiving the action rather than doing the action, to get technical, the direct object becomes the subject of the sentence. For example: *the letter was written by Robert*. This sentence is passive, because the

 $^{^{14}}$ Diane Larsen-Freeman, $\it Techniques$ and $\it Principles$ in Language Teaching ...p. 25.

letter is not doing anything even though it is the grammatical subject of the sentence.

Descriptions about active and passive voice: Active voice is a sentence where the subject is the doer, passive voice is a sentence where the subject receives the action. Only a sentence which has transitive verb that can be changed from the active sentence into the passive one.

When we change active voice into passive voice, subject is changed into object and object is changed into subject. Generally 'by' is used. 'to' is used when the verb is 'know' and 'in' is used when the verb is 'contain'. In active voice, we have first form of verb or first form of verb + s or es. Its conversion into passive voice is: is, am, are and III form of verb. ¹⁵

The passive voice is a grammatical construction (specifically, a "voice"). The noun or noun phrase that would be the object of an active sentence (such as our troops defeated the enemy) appears as the subject of a sentence with passive voice (e.g. the enemy was defeated by our troops). The subject of a sentence or clause featuring the passive voice typically denotes the recipient of the action (the patient) rather than the performer (the agent). The passive voice in English is formed

M.ES Elizabeth and Digumarti Bhaskara Rao, *Method of Teaching English*, (New Delhi: Discovery Publishing House, 2004) p. 147

periphrastically: the usual form uses the auxiliary verb be (or get) together with the past participle of the main verb. 16

b. The Use of Passive Voice

In English, all sentences are in either active or passive voice. There are some descriptions about the use of passive voice. ¹⁷

- 1) Rice is grown in India
- 2) Our house **was built** in 1980
- 3) This olive oil **was imported** from Spain

Usually the passive is used without a "by phrase". The passive is most frequently used when it is not known or not important to know exactly who performs an action. In 1): Rice is grown in India by people, by farmers, by someone. In sentence 1), it is not important to know exactly who grows rice in India. 1), 2), 3) illustrates the most common use of the passive, i.e. without the "by phrase".

¹⁶ https://en.wikipedia.org/wiki/English_passive_voice accessed on Saturday, 5th of September 2015 at 9.42 P.M.

¹⁷ Betty Schrampfer Azar, *Understanding and Using English Grammar: Second Edition*, (Upper Saddle River, NJ: Prentice Hall Regents, 1989), p. 123.

4) Life on the Mississippi was written by Mark Twain.

In this sentence, the "by phrase" is included only if it is important to know who performs an action. In 4), by Mark Twain is important information

5) My Aunt **made** this rug. (active)

If the speaker knows who performs an action, usually the active is used.

6) This rug was made by my aunt

The passive may be used with the "by phrase" instead of the active when the speaker wants to focus attention on the subject of a sentence. In 6) the focus of attention is on two rugs.

c. The Form of Passive Voice

The form of passive: $\mathbf{be} + \mathbf{Past}$ participle. For examples:

Active: 1) Mary **helped** the boy

Passive: 2) The boy was helped by Mary

In the passive, *the object* of an active verb becomes *the subject* of the passive verb: "the boy" in 1) becomes the subject of the passive verb in 2). 1) and 2) have the same meaning.

Active: 3) An accident

Passive: 4) (None)

Only transitive verbs (verbs that are followed by an object) are used in the passive. It is not possible to use verbs such as **happen**, **sleep**, **come**, and **seem** (intransitive verb) in the passive.¹⁸

There are many kinds of passive tenses:

1) Simple Present

For example:

a) Mary **helps** John. (Active)

b) John **is helped** by Mary. (Passive)

2) Present Progressive

For example:

a) Mary **is helping** John. (Active)

b) John **is being helped** by Mary. (Passive)

3) Present Perfect

For example:

a) Mary **has helped** John. (Active)

b) John has been helped by Mary. (Passive)

4) Simple Past

For example:

a) Mary **helped** John. (Active)

b) John was helped by Mary. (Passive)

¹⁸ Betty Schrampfer Azar, *Understanding and Using English Grammar: Second Edition...*", p. 120.

5) Past Progressive

For example:

- a) Mary **was helping** John. (Active)
- b) John was being helped by Mary. (Passive)
- 6) Past Perfect

For example:

- a) Mary **had helped** by john. (Active)
- b) John **had been helped** by Mary. (Passive)
- 7) Simple Future

For example:

a) Mary will help John.

(Active)

- b) John will be helped by Mary. (Passive)
- 8) Modal

The Modal auxiliaries in English are: can, could, had better, may, might, must, ought to, shall, should, will, and would. Modal auxiliaries generally express a speaker's attitudes, or "moods." For examples, modals can express that a speaker feels something is necessary, advisable, permissible, possible or probable and, in addition, they can convey the strength of these attitudes.

The formula of modal: Modal + auxiliary verb.

For example:

a) Mary can help John.

(Active)

b) John can be helped by Mary.

(Passive)

9) Future Perfect

For example:

a) Mary will have helped John.

(Active)

b) John will **have been helped** by Mary. (Passive)

Other Passive Verbs, they are:19

It is important to recognize that although 'be' is the prototypical auxiliary verb of the passive, it is possible to have others verbs fulfill this function.

1) Get

The Get Passive is quite common in informal, conversational English. Here is an example in the simple past.

For example: Barry **got** invite to the party.

2) Have

It is also possible for have to function as a passive auxiliary. When it does, we refer to it as the

¹⁹ Marianne, Celce Muria.et all, *The Grammar Book, 2nd Edition*, (America: Heinle & Heinle Publiser, 1950), p.345-346.

experimental have to distinguish it from the causative have.

For example: Mary had her purse snatched.

d. Difficulty in Learning Passive Voice

Teaching materials often concentrate on the form of standard passive construction into passive ones. Learners sometimes end up with the impression that passive constructions are some kinds of optional, deviant version of active construction. Because the form of passive construction is quite complex, the most students usually find the difficulties to understanding about the using of auxiliary verb "be" and distinguishing the past tense form and the past participle.

3. Techniques in Teaching Grammar

a. Song

Song is a short piece of music with words that are sung, the act of singing, or a series of musical sounds that are produced by a bird or an animal (such as a whale).²⁰ Using songs in teaching learning language is not a new technique. Many materials have been designed to use

²⁰ http://www.merriam-webster.com/dictionary/song accessed on Saturday, 5th of September 2015 at 8.12 P.M.

songs to teach vocabulary, syntax, and objective of discussion.

In learning English, there are some techniquess to teach English one of them is song. Many reasons why songs are used in learning process, there are; first, songs almost always contain authentic and natural language. Second, songs have a variety of new vocabulary can be introduced to students. Third, songs are usually very easily obtainable. Four, songs can be selected to suit the needs and interests of the students. Five, songs have grammar and cultural aspects can be introduced. Six, songs have a time length that is easily to control. Seven, students can experience a wide range of accents. Eight, song lyrics can be used in relating to situations of the world around us. Nine, songs are natural and fun.²¹

b. Game

A game is structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool.²²

Games are fun and don't make students tired of them. These are also the welcome change of pace for

http://www.eslbase.com/teaching/using-songs-to-teach-efl accessed on Saturday, 5th of September 2015 at 9.21 P.M.

https://en.wikipedia.org/wiki/Game accessed on Saturday, 5th of September 2015 at 10.34 P.M.

teacher to make variation of learning activities in the class. So, the games are very useful, because they are best used to review or practice material that has already been introduced. And they are also compatible used in grammar lesson.

There are some games found by the researcher for teaching passive voice. Below are the games:²³

1) At the movies game

This game need short excerpt from video (no more than 30 minutes). Take some vocabularies that students' need for writing their sentences in passive voice.

2) Busy Picture Game

Busy picture is game to teach passive voice using a picture with a lot of activity. In this case, researcher applies Busy Pictures game to teach passive voice. On the ground, this game can make students better understand the use the change from active into passive voice. The dynamic of this technique may be individuals or groups

3) Match Game

The procedure of Match gamer is very simple. First, arrange students in pairs or groups of three or four,

²³ Suzanne W. Woodward, *Fun With Grammar*, (Upper Saddle River, NJ: Prentice Hall Regents, 1997) p. 216-218

and give a copy of the worksheet to each group. Second, the students are to choose two related words on the worksheet and make a passive sentence using them. They will have to supply their own verbs and other words.

4) Story time Game

Story Time game is making passive voice sentences based on their reading that given by teacher. It can use summaries of soap operas (as in the handout), movies, TV shows, stories the students are reading in their reading classes, fairy tales, or fables, or make up your own.

4. Using Busy Picture Game in Teaching Passive Voice

Busy picture is game to teach passive voice using a picture with a lot of activity. In this case, researcher applies Busy Pictures game to teach passive voice. On the ground, this game can make students better understand the use the change from active into passive voice. The dynamic of this technique may be individuals or groups. Teacher needs to prepare a picture with a lot activity for each student. It needs 25 minutes to be demonstrated. Here are the procedures of busy pictures technique: First, Choose a picture with a lot of activity. Be sure that students will be able to generate some passive sentences about the picture you have chosen. Second,

have students write a specific number of sentences in the passive based on the picture. Third, collect and correct the students' sentences, then prepare an error analysis page focusing on mistakes in the passive taken from their writing. The last, before handing back the students' work, arrange the students in small groups and have them try to correct the errors on the error analysis page. The individual students can use these corrections to help with their own papers when they are returned.²⁴

C. Hypothesis

Hypothesis is the assumption that possibly true or possibly wrong. Hypothesis is the provisional answer to the problem of the research, theoretically it was considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved. Because the hypothesis was the provisional answer, it must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not received.

The hypothesis of this study is there is improvement in understanding on making passive voice or changing from active into passive voice by using busy pictures game.

²⁴ Suzanne W. Woodward, Fun With Grammar, (Upper Saddle River, NJ: Prentice Hall Regents, 1997) p. 217