CHAPTER II

REVIEW OF RELATED LITEARTURE

A. Theoretical Review

1. Definitions of Cooperative Learning Model

Learning model has a big contribution during learning process. The capability that is expected to be acquired by students is determined by the relevance in the use of learning models which are appropriate with the purpose, so that the aim of learning will be achieved with the precise of using the models, appropriate with standard of success in learning objective.[1] In learning process, students have different backgrounds such as: social environment, culture environment, learning style, economic condition, and intelligence level. Those facts become

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[1] Syaiful Bahri Djamarah& Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta. 2006), 3rd Ed., p. 46.

consideration in arranging a precise learning strategy.

In English language learning, many different kinds of approaches and methods in teaching are used by language teacher. The teachers try to use them depending on their assumption about how students learn and what methodology that can support the teaching learning. Recently, teaching learning process which emphasizes the involvement of the students becomes the favor. Student-centered learning considerably will give students big opportunities in learning where the teacher should not take the turn of giving instruction dominantly.

Anita Lie says that there are three choices of learning models i.e. competition, individual, and cooperative learning.[2] Cooperative learning models are teaching systems that give opportunities

[2] Anita Lie, *Cooperative Learning: Mempraktekkan Cooperative Learning di RuangRuang Kelas*, (Jakarta: Grasindo, 2010), p. 23.

for students to cooperate with other students in structured assignments called "cooperative learning system". In this system, teacher has role as a facilitator. Cooperative learning models is not only learning in group. There are components of basic learning which differentiate it from unstructured group division. Application of cooperative learning models procedure correctly enable teacher to manage the class more effectively.

According to Robert E. Slavin, cooperative learning is learning that is conducted in group. Students in a class become resource person to other friend to understand concept which is facilitated by the teacher.[3] Cooperative learning model gives priority to teamwork among students to achieve learning objective. Cooperative learning models have characteristic as below: 1) to finish learning material,

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[3] Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice*, (New York: Prentice Hall, 2002), 2nd Ed., p. 2

students learn in group cooperatively, 2) group is formed from students with high, medium, and low ability, 3) if in the class there are students consists of several race, tribe, culture, gender which are formed to small groups consists of 4-5 students concerning the diversity students as a place to solve some problems, 4) reward is more to be a priority to teamwork instead of individual. Anita Lie said that there are three important things which should be concerned in managing class with cooperative learning models, i.e. grouping, cooperative motivation, and classroom arrangement.[4]

According to Johnson, cooperation is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It is not having students sit side by side at the same table to talk with each other as they do their individual assignments as well. It

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[4] Anita Lie, *Cooperative Learning: Mempraktekkan Cooperative Learning….,* p. 38-39.

is not having students do a task individually with instructions that the ones who finish first are to help the slower students. On the contrary, cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.[5]

From description above, cooperative learning model share the following characteristics: a) student work together on common tasks or learning activities that are best handled through group work, b)

[5] David W Johnson and Roger T Johnson, *Learning Together and Alone: Cooperative, Competitive and Individualistic Learning*, (Massachusetts: A Paramount Communications Company, 1994), p. 5.

students work together in small groups containing two to five members, c) students use cooperative, pro-social behaviour to accomplish their common tasks or learning activities, d) students are positively interdependent. Activities are structured so that students need each other to accomplish their common tasks or learning activities, e) students are individually accountable or responsible for their work or learning.

The writer concludes that in teaching learning process, a teacher cannot use only one model for all level, he should use variation of model to create student's interest and fun. Cooperative learning model is one of the strategies for teaching. Cooperative learning is an instructional model in which students work together in small groups so that each member of the group can participate in a clearly assigned collective task.

2. **Basic Principles of Cooperative Learning**

The teachers in cooperative learning function as a facilitator, moderator, organizer and mediator. He can control the involvement of all students to create activeness and learning atmosphere impressed democratic, and each student had a role and will provide learning experiences to other students.

According to Roger and David Johnson said that not all teamwork can be called *cooperative learning*. To get success in learning process by using cooperative learning has to apply five basic principles of cooperative learning as follow:

a.   Positive Interdependence

In this positive interdependence shown that in cooperative learning there are two groups of responsibility. *First*, learn the material that assignment to group. *Second*, assure all that member of group individually

learn the materials that are assignment.[6]

b. 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.[7] Students must feel that they are accountable for helping to complete a task and for mastering materials.

c. Face to Face Promotive Interaction

By using face to face promotive interaction, learning becomes active rather than passive. Group members

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[6] Agus Suprijono, *Cooperative Learning, Teori & Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2010), p. 58-59.
[7] David W Johnson and Roger T Johnson, *Learning Together…….,* p. 86.

need to do real work together.[8] Teams encourage discussion of ideas and oral summarization. Cooperative teams help students learn to value individual differences and promote more elaborative thinking.

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.[9] 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

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[8] David W Johnson and Roger T Johnson, *Learning Together…….,* p. 89.
[9] David W Johnson and Roger T Johnson, *Learning Together…….,* p. 90.

effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals.[10] Group processing can be individual, team wide, or at the whole collaborative skills.

3. **Definition of Make A Match Learning Model**

The learning model is a plan or a pattern that is used as a guide in implementing the learning in the classroom or in the learning tutorials and to determine learning tools including books, movies, computers, curriculum, and others. Then Joyce stated that any learning model directs us to design learning to help learners such a way that learning objectives can be achieved.[11] The learning model is basically a form of learning that is reflected from start to finish typically presented by the teacher.

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[10] David W Johnson and Roger T Johnson, *Learning Together……..,* p. 91.

[11] Trianto, *Model-Model Pembelajaran Inovatif*, (Jakarta, Prestasi Pustaka Publiser 2007), p. 5.

In other words, the learning model is a wrap or frame of the application of an approach, methods, and techniques of learning.

Make a Match learning model or finding a partner is one alternative that can be implemented to improve student learning outcomes. Application of this model starts from the technique, the students were told to look for pairs of cards that is the answer or question held. Students are expected to find a partner card before time limit. Students who can match faster card will be given points.[12]

Make a Match learning model or finding a partner as related in the Qur'an letter Yasin verse 36, which reads:

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[12] http// *Akhmad Sudrajad*. Wordpress. Com/2008/01/19/*Model Pembelajaran Inovatif,* accessed on 15 October 2015.

سُبْحَـٰنَ ٱلَّذِى خَلَقَ ٱلْأَزْوَٰجَ كُلَّهَا مِمَّا تُنۢبِتُ ٱلْأَرْضُ وَمِنْ أَنفُسِهِمْ وَمِمَّا لَا يَعْلَمُونَ ﴿٣٦﴾

Means:

> Glory to Allah, Who created in pairs
> all things that the earth produces, as
> well as their own (human) kind and
> (other) things of which they have no
> knowledge. (Q.S Yasin: 36).[13]

In this verse it is explained that
Allah has created something in this world
with the pairs, both known and unknown
by man. One is about learning model of
Make a Match, where this learning model
using cards, so students have to find pairs
of cards held.

Steps in the implementations of
Make a Match learning model are: a)
teachers prepare some cards that contain
multiple concepts or topics that are

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[13]

http://www.quranenglish.com/tafheem_quran/030-1.htm
accessed on 5 January 2016.

suitable for the review session, one part about the question cards and other parts of the answer cards, b) each student get a card than read and answer questions, c) each student must think and answer questions from the cards he hold, d) each student looking for a suitable partner with the card. For example cardholder negative sentence of simple past tense will be paired with affirmative or interrogative sentence cards, e) each student who can match the card before the specified time limit will be given points, f) students who cannot match the card or cannot find a partner, it will be punished in accordance with the collective agreement.[14]

4. **The Using of Make a Match Model in Teaching Simple Past Tense.**

The material of simple past tense in tenth grades there is in the second semester. To discuss this material needed
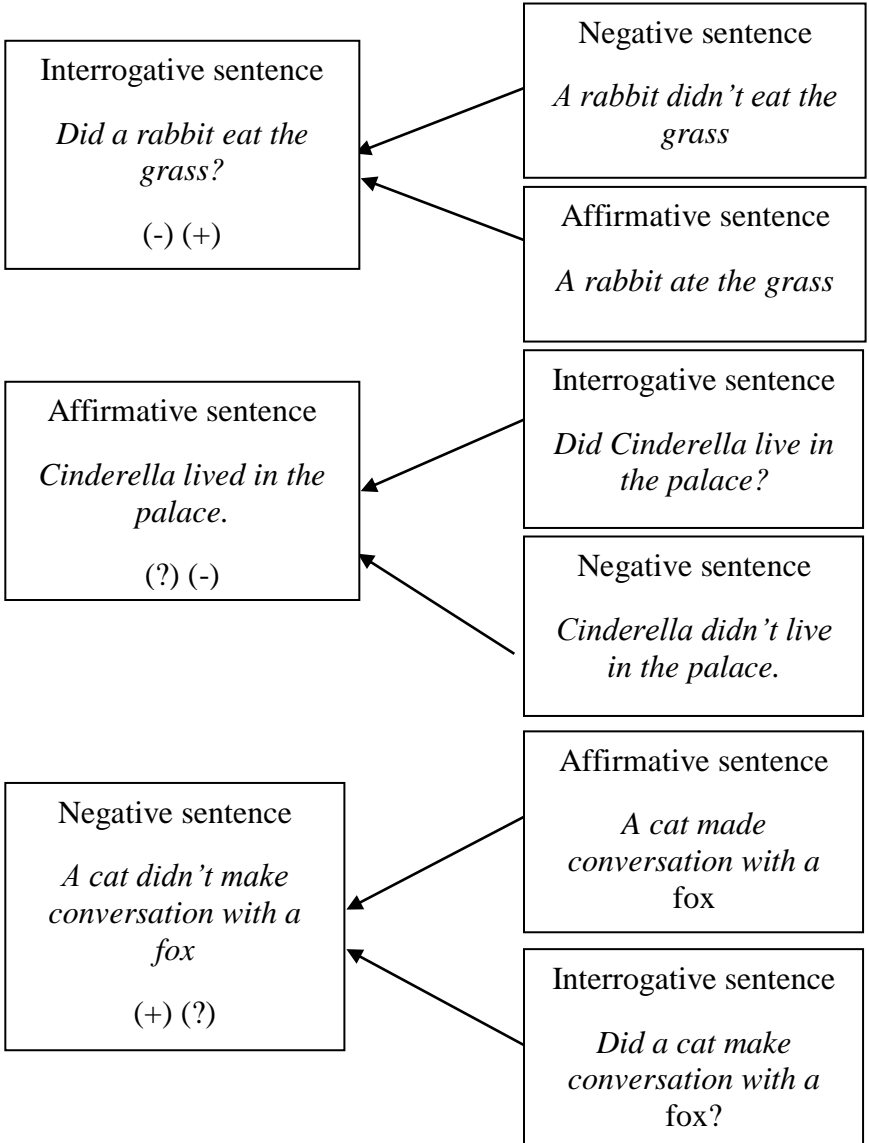
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[14] Miftahul Huda, *Model- model pengajaran dan pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2014), p. 251.

learning model, that is Make a Match learning model. Through this learning model is expected to improve students' learning outcomes. The learning process by using Make a Match model are as follows:

a. A teacher create cards as many as the number of students, that is 47 cards. The card contains of simple past sentence in the form of affirmative, negative and interrogative.

b. Teacher explains to the students how to do Make a Match.

c. Students divided into three groups. That is cardholder of positive sentence, cardholder of negative sentence and cardholder of interrogative sentence.

d. Teacher shares the cards to the students, so that each student get one card. After the card was share, students must look for partner that matching with the cards held.

e. After all pairs of cards meet, the teacher gives time to students to understand the sentence that held by his self or their partner.

f. Each student can match the cards before the time limit

g. After that each group tell to the other groups about cards that have matched

h. If students are not able to match his card with his card's friend (cannot find the question's card or answer's card) will get the punishment that has been agreed together.

i. After one round, the cards shuffled again in order that each student got a different card from the previous, and so on.

j. Teachers together with students to make conclusions the subject matterial.

k. Closing

Figure 2.1

Interrogative sentence

Did a rabbit eat the grass?

(-) (+)

Negative sentence

A rabbit didn't eat the grass

Affirmative sentence

A rabbit ate the grass

Affirmative sentence

Cinderella lived in the palace.

(?) (-)

Interrogative sentence

Did Cinderella live in the palace?

Negative sentence

Cinderella didn't live in the palace.

Negative sentence

A cat didn't make conversation with a fox

(+) (?)

Affirmative sentence

A cat made conversation with a fox

Interrogative sentence

Did a cat make conversation with a fox?

5. **Advantage and Disadvantage of Make a Match Learning Model**

   a. Advantages of Make a Match Model

      The advantages of this strategy are: 1) can increased the activity of students' learning, either cognitive and physical 2) because there was an element of the game, this method is fun 3) increase students' understanding in the material studied and can increase students learn motivation 4) effective train students' courage to presentation 5) effective train students' discipline in appreciate the time to learn.

   b. Disadvantages of Make a Match Model

      The advantages of this strategy are: 1) if this strategy not prepared well, it will be wasting a lot of time 2) at the beginning of the application of this method, many students to be ashamed with the opposite partner 3) if the teacher not give instruction to the students well, will be many students

less attention to his friend presentation 4) the teacher should be carefully and wise while giving a punishment to the student who cannot get a partner because they can be shy 5) using this method continuously will cause of boredom.

6. Definition of Grammar

Before stepping forward to further discussion, what should be discussed first is about the grammar itself. Study of the grammar of the target language, students would become more familiar with the grammar itself. Learning about foreign language would help the students grow intellectually. Actually there has been many definitions 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".[15] Further, he had also pointed out that: Grammar is the way in which words change themselves and group together to make sentences. The grammar of language is what happens to words when they become plural or negative, or what order is used when we make question or join two clauses to make one sentence.[16] 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.

In other words, grammar is still needed in the classroom although it is not the main objective of language learning.

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[15] Scott Thornburry, *How to Teach Grammar*, (Malaysia: Longman, 2004), 6th Ed, p. 13.
[16] David Nunan, *Practical English Language Teaching: Grammar*, (Boston: Mc Graw Hill, 2004), p.2

Learning grammar becomes a prerequisite step before learning how to practice the language. According to Littlewood cited by Richard and Lockhart, there are two sequences activities in Communicative Language Learning; that are precommunicative activities and communicative activities. The first activity emphasizes on the accuracy aspects which focus on presentation of structure, functions, and vocabulary. Here, it can be seen that learning grammar is included. The second one is communicative activities which emphasizes on the fluency aspect which may concern to information sharing and information exchange.[17] It is because grammar does not stand alone. It embodies the three interdependent

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[17] Jack C. Richard and Charles Lockhart, *Reflective Teaching in Second Language Classroom*, (USA: Cambridge university pres: 1995), 2nd Ed., p. 119.

dimensions of form, meaning, and use.[18] In other words, those three aspects are interrelated and inseparable. Thus, the English learners are expected to be able to express the English language accurately, both in written and oral expression.

Any definition stated by experts concerning to it as Gerot and Wignel had defined that "grammar is a theory of language, of how languages is put together and how it works".[19] Based on the explanation above the meaning of message conveyed by language has to be converted into words put together according to grammatical rules, and these words are conveyed by sound. It is hoped that the rule of this grammar helps the readers, listeners, and the viewers to catch the main means of sentences or utterances that the writer or speaker produces. In

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[18] Norbert Schmit (ed.), *An Introduction to Applied Linguistics*, (New York: Oxford University Press, 2002), p. 23.

[19] Gerot And Wignel, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), p. 2.

short, grammar means the basic signals by which a language transmits its meanings. So learning grammar is a must when students are expected to acquire a language.

7. **Simple Past Tense**

   a. **Definition**

   There are sixteen tenses in English Grammar. One of them is Simple Past Tense. This tense shows events in the last time, activity act, the change or activity that is done in the last time in the simple form, and also known the time of event or the activity happened.[20] Simple past tense in regular verbs is formed by adding "ed". The example of this verb is word *work* that changed to be *worked*. If the verbs are ended by "e" it is added by "d". The example of this verb is *love* that change to be *loved*.

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[20] Faidlal Rahman Ali, *Fundamental of English Grammar a Practical Guide, Jakarta: Pustaka Widyatama*, 2007, p. 270.

Added by "d"	
Love	Loved
Change	Changed
Hope	Hoped
Divide	Divided

Added by "ed"	
Work	Worked
Ask	Asked
Form	Formed
End	Ended

The formula of simple past tense divided into verbal sentence and nominal sentence. The first is verbal sentence. There are three forms of verbal sentence. They are affirmative, negative, and interrogative sentence.

The simple past tense uses verb II in the affirmative sentence. the formula of the afirmative sentence in simple past tense is S +

Verb II + O/C. The example are *I studied last night, you ate noodle yesterday.* In the negative sentence, the formula is S+ did not+ Verb I. The Example are *He didn't study last night, you didn't eat noodle yesterday*. And in the interrogative sentence, the formula is Did+ S+ V1. The example are *Did you study last night?, did you eat noodle yesterday?*.

+	S + Verb II + O/C *You ate noodle yesterday*
-	S+ did not+ Verb I *You didn't eat noodle yesterday*
?	Did+ S+ V1? *Did you eat noodle yesterday?*

The second formula of simple past tense is nominal sentence. Every non verbal sentence is called nominal sentence and it always uses to be. The patterns of non verbal sentence are S+ to be (was, were)+ complement to afirmative sentence. For example are *you were teacher, he was*

teacher. In the negative sentence, S+ to be (was, were)+ not+ complement. For example are *You were not teacher, He was not teacher.* And in the interrogative sentence, to be+ subject+ complement. For he example are the sentences *were you teacher?, was he teacher?.* For subject I, you, we, they use to be were, and for subject he, she, it use to be was.

+	**S+ to be (was, were)+ complement** *He was a teacher*
-	**S+ to be (was, were)+ not+ complement** *He was not a teacher*
?	**To be+ subject+ complement** *Was he a teacher?*

b. The Usage of Simple Past Tense

Past tense describes the activities in the past. There are several function of simple past tense as follows.

1) It is used for actions completed in the past at the definite time. Example: *I met him yesterday.*

2) It is used for an action whose time is not given but which occupied a period of time now terminated or occupied at the moment in a period of time now terminated. Example*: He worked in that bank for four years. My grandmother once saw Queen Victoria.*

3) It used for a past habit Example: *He always carried an umbrella.*

4) It is used in conditional sentence, type 2 (for use of the unreal past after *as if, as though, it is time, if only, wish, would rather*).[21] Example: *If I had enough money, I would buy a new care.*

Common time expressions that are used the Simple Past Tense includes

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[21] A. J. Thomson and A.V. Martinet, *A Practical English Grammar*, (New York, Oxford University Press, 1995), p. 161

yesterday, ago, last week, last month, for three years, etc.

These following examples of regular and irregular verbs form from present, past tense and past participle:

Regular Verb

Present	Past	Past participle
Ask	Asked	Asked
Answer	Answered	Answered
Close	Closed	Closed
Clean	Cleaned	Cleaned
Learn	Learned	Learned
Laugh	Laughed	Laughed
Move	Moved	Moved
Play	Played	Played

Irregular verb

Present	Past	Past pasticiple
Become	Became	Become

Begin	Began	Begun
Bring	Brought	Brought
Drink	Drank	Drunk
Eat	Ate	Eaten
Find	Found	Found
Feel	Felt	Felt

8. Improving Students' Understanding

Understanding is level of cognitive aspect that asks students show their understanding with changing or manipulating information. This level is presenting a step. It does not only remembering, because this stage requires students to transform the information in to the form that can be understood. Students can do this level using some ways, they are repronounces with their language self and translating is another form in understanding level. It must change of

form in order the information can be given in various ways.[22]

According to oxford dictionary, improve is become or make something to be better, to increase good qualities.[23] In this case Make a Match Model is used to improve students understanding on simple past tense. There are some indicators of students' understanding on simple past tense, they are: a. students able to answer the teacher's question well, b. students able to differentiate verb I and Verb II c. students able to differentiate simple past in the form of affirmative, negative and interrogative sentence, d. students able to create simple past sentences well, e. students able to express simple past tense orally or written.

Improving Understanding is segment of direct teaching lesson where teacher explains new content and it is a direct

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[22] David A. Jacobsen, et. all, *Method for Teaching "Meningkatkan Belajar Siswa TK-SMA",* (Yogyakarta: Pustaka Pelajar, 2009), 8th edition, p. 94.
[23] Martin H. Manser, *Oxford Learners Pocket Dictionary,* (New York: Oxford University Press, 2000), p.209

teaching phase is the most important.[24] So the result of this study is directed to improve their understanding on simple past tense in form, in affirmative, negative or interrogative sentences either verbal or nominal sentences.

B. Previous Research

In making this thesis, the researcher was considering some previous researches to support her thesis proposal. The first was conducted by Dewi, entitled "*Using TIC TAC TOE Game to Improve Students' Understanding on Simple Past Tense*".[25] The researcher used Tic Tac Toe game to improve students' understanding on simple past tense. The researcher focused on simple past tense because most of students cannot distinguish simple past and simple present in sentence. The subjects of this study were the students of VIII C of MTs Nahjatus Sholihin Kragan Rembang in the academic year of 2010/2011.

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[24] David Jacobsen, *Method for Teaching…"*, p. 203.

[25] Dewi Chalim (063411033), *"Using TIC TAC TOE Game to Improve Students' Understanding on Simple Past Tense*", *(Semarang*: UIN Walisongo Semarang, 2010).

The result of the study showed that by using Tic Tac Toe game in teaching simple past tense at the eighth grade of MTs Nahjatus Sholihin in The Academic Year of 2010/2011 can improve students' understanding on it. This successfulness can be seen from the result of students' average score and good responses by students. The result after getting all of the treatment using Tic Tac Toe game, the students' average score increased in line with the increase of the students' achievement in each cycle. Students' average score from the pre cycle was 5.83, first cycle was 7.58, second cycle was 7.88, and the third cycle was 8,66. The similarities of this research are the material of simple past tense, the objective of the study is to improve students' understanding on simple present tense and the study is classroom action research. The different of this research and my research are on the game and method. This research uses Tic Tac Toe game and my research use Make a Match model.

The second was conducted by Rondiyan, entitled *"The Use of Dice Game to Improve*

Students' Interest in Simple Past Tense".[26] The researcher was conducted his research at MTs Negeri 02 Semarang in the academic year of 2011/2012. The techniques of data collection used by the researcher are observation, and written test. The result of this study shows that implementing dice game to improve students' interest in simple past tense at the 8th Grade Students In MTs Negeri 02 Semarang in two cycles. In the first test, the students have finished are 17 students are amount 48.58% and the students pass in the evaluation is 18 students or amount 51.42%. in the first cycle, the students have finished is improved. There are 24 students have finished or amount 68,57%. It is improved from the pre test amount 19.89% and the students pass in evaluation are 11 students or amount 31.43%. it is more little than pre test amount 19.99%. in the second cycle, there are 31 students have finished in evaluation test or amount 88.57% and the students pass in the evaluation are 11.43%. the studdents in the

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[26] Rondiyan (053411386), *"The Use of Dice Game to Improve Students' Interest in Simple Past Tense,* (Semarang: UIN Walisongo Semarang, 2012).

second cycle is improved from the first test and the first cycle.

The similarity between this research and my research are focus on the grammar especially simple past tense and the study is a classroom action research. The different of this research and my research are on the game and method. This research uses Dice game and my research use Make a Match model and other different in data collection. This research are use observation and test, whereas my research are use observation, test and documentation.

The third was conducted by Ajib Taufan, entitled "*Efektivitas Model Pembelajaran Make A Match Terhadap Hasil Belajar Siswa Kelas XI Pada Materi Pokok Sistem Saraf*".[27] The aim of this research to know is the implementation of Make a Match learning model is effective than conventional learning method. The population of this research is all off the student XI grade of MA

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[27] Ajib Taufan (053811079), "*Efektivitas Model Pembelajaran Make A Match Terhadap Hasil Belajar Siswa Kelas XI Pada Materi Pokok Sistem Saraf*", (Semarang: UIN Walisongo, 2011)

Nahdlatusy Subban. There are 18 students over there. The techniques of data collection used by the researcher are documentation and test. The result after getting all of the treatment using Make a Match learning model, the students' average score increased. It can be seen from an average of post test score in the result of experiment class is 70.77 and first score of experiment class is 68.39.

The different of this research and my research are in the grade, subject material and the objective of the study. The similarities of this research and my research is in the using of Make a Match learning model.