

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Teaching 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 have been many definition stated by experts concerning to grammar, 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”.¹ 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.²

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.

¹ Scott Thornburry, *How to Teach Grammar*, (Malaysia: Longman, 2004), 6th Ed, p. 13.

² David Nunan, *Practical English Language Teaching: Grammar*, (Boston: Mc Graw Hill, 2004), p. 2.

In other words, grammar is still needed in the classroom although it is not the main objective of language learning. 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 pre-communicative 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.³ It is because grammar does not stand alone. It embodies the three interdependent dimensions of form, meaning, and use.⁴In 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.

b. Approaches to grammar teaching and learning

In general, there are two basic approaches to teaching grammar; that are deductively and inductively. In deductive approach, the teacher presents the grammar rules and then gives students exercises in which they should apply the rules while in inductive approach, the teacher presents sample of language, and the students have to infer understanding from the rule.⁵Actually, both two approaches are appropriate for teaching grammar. There is no better approach between them. They have their own advantages and disadvantages. As shown by Thornburry, the advantages of deductive approach are as follows:

³ Jack C. Richard and Charles Lockhart, *Reflective Teaching in Second Language Classroom*, (USA: Cambridge University Pres, 1995), 2nd Ed, p. 119.

⁴ Norbert Schmit (ed.), *An Introduction to Applied Linguistics*, (New York: Oxford University Press, 2002), p. 23.

⁵ David Nunan, *Practical English Language*, p. 15.

- 1) 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.
- 2) It confirms students' expectations about classroom learning, particularly for those with an analytical learning style.

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

- 1) It may be frustrating for some students.
- 2) Grammar explanation encourages a teacher-fronted, transmission style classroom.⁶

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.

The second approach to the grammar teaching learning, that is inductive approach, has many advantages and disadvantages as well

- 1) 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.
- 2) Students are more actively involved in leaning process, rather than being simply passive recipients.

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

- 1) This approach frustrates students who, because of personal learning style or past learning experience, would prefer simply to be told the rule.
- 2) Students may hypothesize the wrong rules or their version of the rule may be either too broad or too narrow.⁷

⁶ Scott Thornbury, *How to Teach Grammar.*, p. 30.

⁷ Scott Thornbury, *How to Teach Grammar.*, p. 54.

It can be said that students will understand easily what the grammar point is actually taught without telling them the rule directly because they are given opportunities to think more and infer the rule from the given examples. However, not all students will enjoy when they are taught using this approach because of their different learning styles.

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

c. Students' grammar understanding test

After conducting the teaching, there should be assessment. Thornburry shown two kinds of test which are used to assess what the learners know and what they can do with that knowledge.⁸

1) Testing grammar using discrete-item test

It is a means of grammar test to assess the individual components of the learners' knowledge. This test is used to know what the learner knows and to test their competence. According to Thornburry it is appropriate to test students' understanding of any unit of the grammar system that is sufficiently narrowly defined to form the focus of test can be in multiple choice, completion, or gap fills format.

2) Testing grammar in an oral performance test

This kind of test is usually employed to assess learners' ability to communicate (performance). This test provides information about how well the learner can cope in situations of real life language use. This test is an advance level of test after testing the learner's competence. The format test can be role plays,

⁸ Scott Thornburry, *How to Teach Grammar*, p. 142-147.

simulations, or informal chat. The criteria of assessment are decided according to fluency, complexity, and accuracy.

Two kinds of test stated above have their own functions. At this point, the first type of test; that is testing grammar using discrete-item is considered appropriate to test learner's knowledge and understanding on certain grammar item. Having studied the English passive voice, the students are assessed to measure their understanding (competence), not their performance ability.

2. Passive Voice

a. Definition of passive voice

The passive voice is a grammatical construction (a "voice") in which the subject of a sentence or clause denotes the entity undergoing an action or having its state changed. In the English language, the English passive voice is formed with an auxiliary verb (usually *be* or *get*) plus a participle (usually the past participle) of a transitive verb.⁹

The passive of an active tense is formed by putting the verb **to be** into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the "agent" of the passive verb. The agent is very often not mentioned. When it is mentioned is preceded by **by** and placed at the end of the clause:.

In the passive, the object of an active verb becomes the subject of the passive verb.

b. Types of passive voice

There are many kinds of passive tenses, they are as follows:¹⁰

1) Simple Present

In general, Simple Present expresses events or situations that exist always, usually, habitually. It also says that something was true in the past, in the present and will be true in the future.

For example:

⁹ [Http://: wikipedia](http://wikipedia.com), passive voice on October 02nd 2010

¹⁰ Schrampter Azar, Betty., *Understanding and Using English Grammar*, (USA: Prentice Hall Regents, 1989) 2nd Edition, p.120

Mary helps John. (Active)

John is helped by Mary. (Passive)

2) Present Progressive

The Present Progressive expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future.

For example:

Mary is helping John. (Active)

John is being helped by Mary. (Passive)

3) Present Perfect

Present Perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important.

For example:

Mary has helped John. (Active)

John has been helped by Mary. (Passive)

4) Simple Past

The simple past indicates that an activity or situation began and ended at a particular time in the past.

For example:

Mary helped John. (Active)

John was helped by Mary. (Passive)

5) Past Progressive

In other word, both actions occurred at the same time, but one action begin earlier and was in progress when the other action occurred.

For example:

Mary was helping John. (Active)

John was being helped by Mary. (Passive)

6) Past Perfect

The Past Perfect expresses an activity that was complete before another activity or time in the past.

For example:

Mary had helped by John. (Active)

John had been helped by Mary. (Passive)

7) Simple Future

The Simple Future is used to express the event that occurred on the next time or future.

For example:

Mary will help John. (Active)

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, 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: I can do it.

Passive has a modal form.

For example:

Mary can help John. (Active)

John can be helped by Mary. (Passive)

9) Future Perfect

The Future Perfect expresses an activity that will be completed before another time or event in the future.

For example:

Mary will have helped John. (Active)

John will have been helped by Mary. (Passive)

Other Passive Verbs, they are:¹¹

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's an example in the simple past.

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 experimental *have* to distinguish it from the causative *have*.

Example: Mary had her purse snatched.

c. Usages of Passive Voice

The Usages of Passive Voice,¹² they are as follows:

1) When speakers or writers want to put the receiver or undergone of the action into the subject position.

Example:

Darwin studied the fauna of the Galapagos Islands. (Active)

The fauna of the Galapagos Island was studied by Darwin. (Passive)

2) To make a focal adjustment analogous.

Example:

The cat is under the blanket. (Active)

The blanket is over the cat.

3) To allow speakers to make kinds of figure or ground reversal.

4) If the agents are inanimate and the patient or receiver is animate.

Example:

The election bothered Nancy. (Active)

¹¹ Marianne, Celce Muria et al, *The Grammar Book*, (USA: Heinle & Heinle publisher, 1950) 2nd Edition, p.345-346

¹² Marianne, Celce Muria et al, *The Grammar Book*, P. 343

Nancy was bothered by Nancy. (Passive)

3. Active Learning

Over 2400 years ago Confucius have stated as follows;

What I hear , I forget.

What I see, I remember.

What I do, I understand.

These three simple statements have talked about urgency of active learning. Mel Silberman defined an active learning as a modification from Confucius statement is as follows:

What I hear, I forget.

What I hear, see, and ask questions about or discuss with someone else, I begin to understand.

What I hear, see, discuss, and do, I acquire knowledge and skill.

What I teach to another, I master.¹³

From the statement above, the researcher can conclude that hearing the teacher's explanation is not enough for students to understand the materials. That way can make a students be passive in learning and forgettable in materials. Hearing, seeing and asking or discussing with others will encourage students to know and master the materials well. Thus, students will memorize the materials.

a. Definition of active learning

Active learning is one of the learning models which students have an active role in learning process between students by students and students by teacher.¹⁴ It was occurred of managing the experience activities and practical through hearing, reading, writing, discussing, reflecting and solve the problem.

Learning has to create active condition, thus students be active to asking and express an idea. Learning must a student's active process

¹³ Melvin L. Silberman, *Active Learning: 101 Strategies to Teach any Subject*, (United State: Allyn and Bacon A Simon and Schuster Company, 1996), p. 1-2.

¹⁴ T.M.A. Ari Samadhi, *The Workshop. Active Learning. Teaching Improvement Engineering Educational development Project*, p.47

to develop their knowledge, does not passive process which only receiving the teacher discourse about knowledge.¹⁵ Active learning can encourage something. Students want to answer a question, require some information to solve the problem, or looking for a way to do an assignment.

The learning should notice a social aspect. When students study together with others, they get emotional and intellectual support which bring them to more increaser a previous knowledge and skill level than own self learning.

From the explanation above we can take a conclusion that active learning is a kinds learning method which students not only hear some spoken information by teacher, but the students look for the material by themselves and learn it by themselves.

b. The Characteristic of active learning

According to Bonwell that active learning has some characteristics, they are as follow:¹⁶

1. Emphasizing the learning process is not on delivering the information by teacher, but on developing the critical and analysis thought skill toward topic or discussed problem.
2. Students are not only hear the lesson passively but doing something that related to the materials.
3. Emphasizing the exploration of values and attitude that related to the materials.
4. Students are demanded to think critically, analysis and have evaluation.
5. There is quickly feedback on the learning process.

¹⁵ Agus Suprijono, *Cooperative Learning: Teori & Aplikasi Paikem*.(Yogyakarta: Pustaka Pelajar,2009),p.X

¹⁶ T.M.A. Ari Samadhi, *The Workshop. Active Learning. Teaching Improvement Engineering Educational development Project*, p.47

4. Quiz Team Technique

a. Definition of quiz team technique

Quiz Team is kinds of active learning which developed by Mel Silberman. In this model of learning, the students are divided into three teams. Each team discuss, give instruction, asking and giving question about the material to each other which will be presented. Each students on the team respond for preparing a short answering quiz and others team check their notes. Then the academics' competition is started.

Technique is the level at which the teacher is concerned with how the activities and tasks are integrated into lessons and used as the basis for teaching and learning.¹⁷ As teachers have to choose some techniques which can support in teaching learning process. Thus, using some techniques are able to help students' understanding to materials.

Quiz team technique gives a good motivation for the students because it consists of interesting question, and provides reward or gift for the winner. It aims to know the students' interests in class. The word "Quiz" comes from English, which means, "playing of riddles". Here the tutors usually give some prize, reward or gift.¹⁸

The academics' competition can create the competition among group or team, thus students will try to learn with hard motivation in order to get a high score in competition. This technique also can help for developing the students' responsibility in materials individually or group in fun and no threatening ways. Because of each student will take or be given some questions which have to be answer correctly to get sum score.

¹⁷ Agus Supridjono, *Cooperative Learning: Teori*, p. 26.

¹⁸ [Http://: wikipedia](http://wikipedia.com), *Quiz* on December 16 nd 2010

b. Background of the use of quiz team technique in teaching-learning

There are a lot of teacher who afraid to use active learning model in learning. They regard that the active learning can not focus on the materials. Actually, the use of quiz team technique in learning, students are hoped being active to ask and answer a question in the classroom. They are also able make cooperation with others. In every meeting, the teacher also will be held a team academic competition. This way will create a team competition. Thus, students will effort to mastering some materials with hard motivation.

c. Procedures of quiz team technique

The procedures of Quiz team technique are stated below ¹⁹

- 1) Choose a topic that can be presented in three segments.
- 2) Divide the students into three teams.
- 3) Explain the format of the session and start the presentation. Limit it to 10 minutes or less.
- 4) Have Team A prepare a short-answer quiz. The quiz should take no more than 5 minutes to prepare. Teams B and C use this time to review their notes.
- 5) Team A quizzes a member of team B. If team B cannot answer a question, Team C gets a shot at it.
- 6) Team A directs its next question to a member of Team C, and repeats the process.
- 7) When the quiz is over, continue with the second segment of you lesson, and appoint Team B as quizmasters.
- 8) After Team B completes its quiz, continue with the third segment of your lesson, and appoint Team C as quizmaster.

Variation

- 1) Give teams prepared quiz questions from which they select when it is their turn to be quizmaster.

¹⁹Melvin L. Silberman, *Active Learning: 101 Strategies*, p. 107-108

- 2) Conduct one continuous lesson. Divide students into two teams. At end of the lesson, have the two teams quiz each other.

B. Previous Researches

As references for this study, the researcher uses resources as framework. There are thesis that will be main sources of this study, they are:

1. Thesis under title, “Improving the Students’ Speaking Skill Using Quiz Team Technique: A Classroom Action Research At The First Year of SMP Al Islam Kartasura 2008/2009” by Wahyu Ika Wibowo (English Department of School of teacher training and education Muhammadiyah university of Surakarta, 2008).²⁰ He attempt to teach English speaking using quiz team technique. Actually, He found a quiz team technique can help student in teaching speaking. Students will be motivated by competition in teaching speaking. He focused on teaching speaking based on his view that speaking is basic competence which should increase to the students. In this study, the researcher offers the teaching method which same in using one technique. The researcher hopes it can give a positive contribution in teaching grammar as a mean competence in teaching English.
2. Thesis under title, “Pengaruh Penggunaan Metode Belajar Aktif Tipe Quiz Team Terhadap Minat Belajar dan Hasil Belajar Akuntansi Siswa kelas X AK SMK N 3 Jepara Tahun 2006/2007” by Eva Nurhayati (Economic Faculty of State University of Semarang, 2007).²¹ This result of the study shows that there are some influences between students taught using quiz team and students are taught using conventional method. Students are taught using quiz team have improvement of result from 65.97 to 83.18. This study has same not only hearing teacher information but students look for the information and try it by them self.

²⁰ Wahyu Ika Wibowo (A 320 030 198), *Improving the Students’ Speaking Skill Using Quiz Team Technique*, 2008, Unpublished Thesis.

²¹ Eva Nurhayati (3301403111), *Pengaruh Penggunaan Metode Aktif Learning Tipe Quiz Team terhadap Minat dan Hasil Belajar Akuntansi*, (Semarang: State Univerisy of Semarang, 2007). Unpublished Thesis.