

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **Improving Students' Understanding on Question Tag through Matching Game**

##### **A. THEORETICAL REVIEW**

###### **1. General Concept of Grammar**

Language is the important tool for people to communicate. A language consists of nouns, verb, adjectives, and other classes of words. Because of this reason, people need a system to help them select, use and link the words. Grammar is the system that people use to combine words. This system leads people to construct their words into meaningful utterances.

###### **a. The Definition of Grammar**

Grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentences. Thus a grammar is a description of the rules that govern how a language's sentences are formed.<sup>1</sup>

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language.<sup>2</sup>

Grammar is also the rules of the means of language to construct the sentences and it guides people how to speak and write correctly. Grammar may be roughly defined as the way a language manipulates and combines words (or births of words) in order to form longer units of meaning.<sup>3</sup>

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<sup>1</sup>Scott Tornburry, *How to Teach Grammar*, (England: Pearson Education Limited, 1999), page 1.

<sup>2</sup>Longman, (Longman Group Limited, 1985), page 125.

<sup>3</sup>Penny Ur, *Grammar Practice Activities: A Practical Guide for Teachers*, (Cambridge: United Kingdom at the University press, 2004), page 4.

## **b. The Importance of Learning English Grammar**

Grammar is central to the teaching and learning of language. It is also one of the more difficult aspects of language to teach well. Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

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

To speak in a clearer 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 and proficiency that the study of grammar provides.

Many people think of grammar as a rather boring subject which has little use in real life. There are many definitions of grammar and there is no universally accepted definition of it. Different experts define the term grammar differently. Grammar is a fundamental in teaching learning English. Grammar has no place in a young learner classroom; the teacher must try to choose the way to make students' interest in teaching learning English. The first thing in our mind when we study about grammar is something about the lists of tables and rules found in English book. In here there are some of definitions of grammar. The word grammar has been used so far to an aspect of how a language, in this case English,

is conventionally used, for instance to the structure or system of a particular language.<sup>4</sup>

### **c. Basic Principles for Grammar Teaching**

There are two basic rules for teaching grammar:

a.) 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.<sup>5</sup>

Economy is a key factor in training of technical skill, in term of planning and resources. Planning is reserve to teacher preparation of the material and the media that will be used. Efficacy is the evaluation of the learning process, in this term is test and it can provide feedback to the teacher on the efficacy of the teaching learning process.

b.) The A factory: 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; the age of learners, their level, the learners interest, the available material and resources.<sup>6</sup>

### **d. Methods for Teaching Grammar**

Because of many viewpoints stating that grammar is an important language aspect should be possessed and mastered. It would be better to review some methods includes the grammar aspects in language teaching and learning.

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98. <sup>4</sup>*Teaching languages to young learners*, (UK: Cambridge University Press, 2001), page.

<sup>5</sup>Scott Torn Burry, *How to Tech Grammar*, page 25.

<sup>6</sup>Scott Torn Burry, *How to Teach Grammar* , page 27.

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.<sup>7</sup>

#### 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.<sup>8</sup>

#### 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.<sup>9</sup>

#### 4) Direct Method

The objective of learning 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 are provided with examples and they figure out the rule or generalization from the examples.<sup>10</sup>

## 2. General Concept of Game

Since learning grammar is difficult and sometimes is boring for the students, teachers are expected to find the effective way to help students in

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<sup>7</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (English: Oxford University Press, 1986), 9<sup>th</sup> Ed, page 11.

<sup>8</sup>*Techniques and Principles in Language Teaching*, page 123.

<sup>9</sup>*Techniques and Principles in Language Teaching*, page 43.

<sup>10</sup>*Techniques and Principles in Language Teaching*, page 25.

learning second language. Games can help the students to revise language they learn. Games can stimulate them in an active way and urge them to take part in the activities in which they have opportunities to express their participation in teaching learning process.

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.

There are many advantages of using games in the classroom:<sup>11</sup>

- a. Games are a welcome break from the usual routine of the language class.
- b. They are motivating and challenging.
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- d. Games provide language practice in the various skills speaking, writing, listening, and reading.
- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.

In this study, the researcher uses one of teaching technique to teach question tag. The technique is matching game. By using matching game students hoped get something new and different from what they usually got in their class.

#### **a. The Definition of Matching Game**

Matching is selection of subjects for clinical trials or other studies so that the different groups are similar in selected characteristics.

Matching game is one of technique that uses research teaching learning process. The use of matching game has good implication. Matching game is very

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<sup>11</sup>Lee SU Kim, *Creative Games for the Language Class*, (Forum, Vol 33 No 1, 1995), page 35.

simple but very effective way to study a particular topic. Stimulate students for learning the topic. Make the students be more interest and enjoyable in teaching learning process.<sup>12</sup>

Matching game is one of games, which are used to help students in English class. The goal of this game is to improve students' acquisition of question tag.

### **b. Games in the Teaching Learning Process**

As we know that games are enjoyable way to help students learning grammar or another aspect of a language there is no reasons to refuse using games in the class. However, the teacher must choose the game carefully, keeping in mind the interests and needs of the learners games can provide a valuable learning interests and needs of the learners games can provide a valuable learning experience in which the children practice and revise language in a meaningful way. The aim of the game itself is to get the students to remember and use the right rules of second language or target language.

## **3. General Concept of Question Tag**

### **a. The Definition of Question Tag**

A Question Tag is a question added at the end of a sentence, speaker use question tag chiefly to make sure their information is correct or to seek agreement.<sup>13</sup>

Question tags are the small questions that often come at the end of sentences in speech, and sometimes in informal writing. He also states that question tag has various form, meaning, and uses.

Question tags are questions formed by adding a tag consisting of finite subject (combined with positive or negative polarity) to an other wise declarative mood clause.

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<sup>12</sup>[Http: // www. Studenttechniques/](http://www.Studenttechniques/) Accessed 06082010

<sup>13</sup>Betty Schramper Azar, *Understanding and Using English Grammar*, (New Jersey: United States of America, 1989), page A16.

A: He is still there now, isn't he?

B: Yeah, I suppose so

The tag usually has different polarity from the rest of the clause. Such questions normally expect that the information will be confirmed. If the tag is combined with falling intonation, this expectation is even stronger than if it is combined with rising intonation.

Note that there is an exception to the rule that tag picks up the finite form of the main clause. This is when the finite is *am*. The negative tag is not *amn't I*, as one might expect, but *aren't I*.<sup>14</sup>

Normally we use negative question tag after a positive sentence<sup>15</sup>.

Form: auxiliary verb + subject

1. If the auxiliary verb in the sentence is positive, the tag is negative.

You are Spanish, **aren't you?**

2. If the auxiliary verb in the sentence is negative, the tag is positive.

You're not Spanish, **are you?**

3. If there is no auxiliary verb in the sentence, we use *do*<sup>16</sup>.

You live in Spain, **don't you?**

## **b. The Uses of Question Tag**

The use of the question tag that if the main clause is negative, the tag is affirmative; if the main clause is affirmative, the tag is negative. Do not change the tense. Use the same subject in the main clause and the tag. The tag must always contain the subject form at the pronoun. The statement containing word

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<sup>14</sup>Graham Lock, *Functional English Grammar, an Introduction for second language teachers*, (Cambridge university press. 1996), page 184.

<sup>15</sup>Raymond Murphy, *English Grammar in Use*, (UK: Cambridge University Press, 1999), page 102.

<sup>16</sup>Fuad Mas'ud, *Essentials of English Grammar*, (Yogyakarta: BPFE-Yogyakarta), 3<sup>rd</sup> page 125.

such as neither no (adjective), none, no one, nobody, nothing, hardly, ever, seldom, are treated as negative statements and followed by an ordinary interrogative tag.

The basic structure is:<sup>17</sup>

(+) positive statement,	(-) negative tag?
Snow is white,	isn't it?
(-) Negative statement,	(+) positive tag?
You don't like me,	do you?

Sentences using question tag should have the main clause separated from the tag by a coma. The sentences will always end with a question mark. We have to use the same auxiliary verb as in the main clause. If there is no auxiliary, use *do, does, or did*.

Look at these examples with positive statements:

positive statement [+]				negative tag [-]			notes:
Subject	Auxiliary	Main verb		Auxiliary	not	Personal pronoun (same as subject)	
You	are	coming,		Are	n't	you?	
We	have	finished ,		Have	n't	we?	
You	do	Like	coffee,	Do	n't	you?	
You		Like	coffee,	Do	n't	you?	You (do) like...
They	will	help,		Wo	n't	they?	won't = will not
I	can	come,		Can	't	i?	
We	must	go,		Must	n't	we?	
He	should	Try	harder,	Should	n't	he?	
You		are	english,	Are	n't	you?	
John		was	there,	Was	n't	he?	

<sup>17</sup>Tag Question [http:// www. Englishclub. Com/ grammar/verbs- question ta. Htm](http://www.Englishclub.Com/grammar/verbs-question%20tag.htm). Accessed June 4, 2010



Look at these examples with negative statements:

Negative statement [-]						positive tag [+]	
subject	Auxiliary		main verb			auxiliary	personal pronoun (same as subject)
It	is	n't	raining,			Is	it?
We	have	never	seen		that,	Have	we?
You	do	n't	like		coffee	Do	you?
They	will	not	help,			Will	they?
They	wo	n't	report		us,	Will	they?
I	can	never	do		it right,	Can	i?
We	must	n't	tell		her,	Must	we?
He	should	n't	drive		so fast,	should	he?
You			are	N't	englis h,	Are	you?
John			was	not	there,	Was	H\he?

Some special cases:

I <b>am</b> right, <b>aren't</b> I?	aren't I ( <i>not amn't</i> I)
You <b>have</b> to go, <b>don't</b> you?	You (do) have to go...
I <b>have been</b> answering, <b>haven't</b> I?	use first auxiliary
<b>Nothing</b> came in the post, <b>did</b> it?	treat statements with nothing, nobody etc like negative statements
<b>Let's</b> go, shall we?	let's = let us
He'd better do it, <b>hadn't</b> he?	he had better (no auxiliary)

Here are some mixed examples:

- But you don't really love her, do you?
- This will work, won't it?
- Well, I couldn't help it, could I?
- But you'll tell me if she calls, won't you?
- We'd never have known, would we?
- The weather's bad, isn't it?
- You won't be late, will you?

h. Nobody knows, do they?

Question Tag used to ask for information or help, starting with a negative statement. This is quite a friendly/polite way of making a request. For example, instead of saying "Where is the police station?" (not very polite), or "Do you know where the police station is?" (slightly more polite), we could say: "You wouldn't know where the police station is, would you?" Here are some more examples:

a. You don't know of any good jobs, do you?

b. You couldn't help me with my homework, could you?

c. You haven't got \$10 to lend me, have you?

	<b>imperative + question tag</b>	<b>notes:</b>
Invitation	Take a seat, won't you?	Polite
	Help me, can you?	quite friendly
	Help me, can't you?	quite friendly (some irritation?)
	Close the door, would you?	quite polite
	Does it now, will you?	less polite
	Don't forget, will you?	with negative imperatives only <i>will</i> is possible

## Intonation

English question tag can have a rising or a falling intonation pattern. Since normal English yes/no questions have rising patterns (e.g. *Are you coming?*), these tags make a grammatical statement into a real question:

a. *You're coming, **aren't you?***

b. *Do listen, **will you?***

c. *Let's have a beer, **shall we?***

English question tags are normally stressed on the verb, but the stress is on the pronoun if there is a change of person.

- a. *I don't like peas, do **you**?*
- b. *I like **peas**, don't **you**?*

The statement itself ends with a falling pattern, and the tag sounds like an echo, strengthening the pattern. Most English question tags have this falling pattern.

- a. *He doesn't know what he's doing, **does he**?*
- b. *This is really boring, **isn't it**?*

Sometimes the rising tag goes with the positive to positive pattern to create a confrontational effect:

- a. *He was the best in the class, **was he**?* (Rising: the speaker is challenging this thesis, or perhaps expressing surprised interest)
- b. *He was the best in the class, **wasn't he**?* (Falling: the speaker holds this opinion)
- c. *Be careful, **will you**?* (Rising: expresses irritation)
- d. *Take care, **won't you**?* (Falling: expresses concern)

Sometimes the same words may have different patterns depending on the situation or implication.

- a. *You don't remember my name, **do you**?* (Rising: expresses surprise)
- b. *You don't remember my name, **do you**?* (Falling: expresses amusement or resignation)
- c. *Your name's Mary, **isn't it**?* (Rising: expresses uncertainty)
- d. *Your name's Mary, **isn't it**?* (Falling: expresses confidence)

It is interesting that as an all-purpose tag the London set-phrase *innit* (for "isn't it") is only used with falling patterns:

- a. *He doesn't know what he's doing, innit?*
- b. *He was the best in the class, innit?*

On the other hand, the adverbial question tag (*alright? OK? etc.*) are almost always found with rising patterns. An occasional exception is *surely*.

#### **4. Teaching Question Tag Using Matching Game**

Matching game is a game using flash card that consists of two kind of cards that is question card and answer card, The students have to match the answer card to the students in question card based on the changing verb and tenses, matching game builds the positive interdependence when students are working together in determining their partner. They also care for their friend's learning. In the activity of finding the correct partner, it shows the individual accountability whereby each student is responsible for finding the correct answer , so the researcher wants using this technique to improve students ability in question tag.

##### **a. Teaching matching games using flash card as media**

Teacher uses flash card as the media in teaching matching game, the flash card contains of question and answer, students are required to match the card between question and answer incorrect form.

Based on Education Association (NEA) as cited by Asnawir and Usman state that “media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional program”.<sup>18</sup> Media enable students to acquire knowledge, skills, science, and attitude easily.

In addition, teaching media can be various forms. It can be classified in three kinds, they are:<sup>19</sup>

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<sup>18</sup>H. Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press. 2002), page 11.

<sup>19</sup>Kasihani, *English for Young Learners*, (Jakarta:PT Bumi Aksara,2007), page 103.

- a) Visual aids; it is media that can be seen such as pictures, flashcard or card short, newspaper, realia, map, etc.
- b) Audio aids; it is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 player, CD, etc.
- c) Audio Visual aids; it is teaching media that can be seen and can be heard such as video clips, films, TV news, VCD, TV, etc.

According to the explanation above, the researcher concluded that using flash card in teaching matching game can be classified as visual aids.

Based on Oemar Hamalik as cited Asnawir and Usman that media for teaching language can be classified into:

- 1) Games, such as word puzzle and role playing.
- 2) Visual media, such as picture, chart, photo, poster, globe, graphs and cartoon
- 3) Audio media, such as radio and recorder in cassette.
- 4) Audio-visual media, such as television, video, film that produces sounds and picture.<sup>20</sup>

#### **b. The characteristics of making a match game**

“Make-a match method is developed by Lorna Curran”.<sup>21</sup> In this research, the application of make-a match method is emphasized in teaching grammar. Matching game uses cards as media which contains of question and answer, the students are required to match the card between question and answer in correct form.

The characteristics of making a match game are bellow:

##### **a) Materials**

The mateial of this game is 3” x 4” card. The card is divided into two types: one type consists of the questions, and the other consists of answer.

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<sup>20</sup>M. Basyiruddin Usman and Asnawir, *Media Pembelajaran.*, page 29.

<sup>21</sup>Anita Lie, *Cooperative Learning*. Page 28.

**b) Dinamic**

Whole class in groupworks there where 23 students. The students will work in pair, so there will be 11 pairs in the class. And 2 groups.

**c) Time**

This game takes 30 minutes to play.

**d) Procedure**

- a) The teacher prepares flashcards. The card is divided into two types: one type consists of the questions, and the other consists of answer. The cards are spread to the students. Each student gets one card, the question card or the answer card, some cards are conditioned not to have a partner.
- b) Each of student is given a time to determine the answers or questions from their own card.
- c) Students are asked to match the cards with their appropriate pairs. Each of students must be able to match their cards on time. If the students are not able to match in a given time, they will get punishment that is agreed before.
- d) After the first session, the card is shuffled so that the students will get the different card in the next session.
- e) Teacher together with the students make a conclusion from the material given. Clearly

**B. PREVIOUS RESEARCH**

In making this, the researcher was considering some previous research to support the researcher thesis that is:

1. Retno Indriyati (487690706), (Language and Art Faculty of State University of Semarang, 2006) in her thesis entitled: The profile of Students Mastery of

Question Tag (The Case of Third Year Student of SLTP Institute Indonesian Semarang the Academic Year of 2005/2006).<sup>22</sup>

The thesis has three objectives; the first is to know the students' mastery on question tag, the second is to find out the special difficulties on question tag, and the third is to find out how should the English teacher mistakes of SLTP Institut Indonesia Semarang done to minimize their students' mistakes in using question tag. The result shows that the most difficult areas faced by the students in mastering the question tag were identifying the statement with 'are' in present continuous tense and identifying the statement with 'were' in past continuous tense. It means that the students' mastery of question tag was average to good. In other words, the students of the third year of SLTP Institut Indonesia, Semarang have sufficiently mastered question tag.

This study was conducted under the consideration that question tag has a number of types. So, it is possible has learners find it difficult to study. To improve the quality of teaching learning process and to get better result in teaching question tag in Junior High School, it was suggested that the teacher should explain the use and the forms of question tag in all tenses: give supplementary material and various example; use appropriate technique in teaching question tag.

The similarity between her research and the researcher is on the object of the study and the data analysis. The differences are on the research approach, participant, and method of collecting the data.

2. Ika Apriliana (2201404073), (Language and Art Faculty of State University of Semarang, 2009) in her thesis entitled: The Use of Making a Match Game to improve Students Acquisition of Irregular Past Tense Forms to Construct Recount Text(A Action Research of the Eight Grade Students of Madrasah Tsanawiyah 1 Semarang in the Academic year 2008/2009).<sup>23</sup>

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<sup>22</sup>Retno Indriyati, *The Profile of Students Mastery of Question Tag*. UNNES. 2007.

<sup>23</sup>Ika Aprilia, *The Use of Making a Match Game to Improve Students' Acquisition of Irregular Past Tense Forms to Construct Recount Text*. UNNES. 2008/2009.

The topic of this study is the use of making a match game to improve students' acquisition of irregular past tense forms to construct recount text. In this study, the researcher limited the discussion by stating the following problems: How effective is the use of making a match game to improve students' acquisition of irregular past tense form to construct recount text.

The previous researches have some differences in researcher thesis, which is the researcher took of object in MTs Al Asror Gunung Pati Semarang, but her thesis in MTs 1 Semarang. Ika Apriliana thesis has some resembles in researcher thesis such as in the method or technique and contain of the thesis. So the writer concludes that their thesis is very important in inspiration to compare both of the theses and the researcher takes the thesis by the title "Improving Students' Understanding on Question Tag through Matching Game (A Classroom Action Research at the Second Grade of MTs Al Asror Gunung Pati in the Academic Year of 2010/2011).