

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

##### 1. Teaching Grammar and Tag Questions

###### a. The Importance of Teaching Grammar

Communication is the heart and soul of the human experience. The process communication mainly includes speaking, listening, and writing. Nobody actually learns grammar to learn his/ her own mother tongue. It is a natural phenomenon that people start speaking what everybody speaks around us. People gradually develop a better sense of understanding with the passage of time.

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.

Grammar is the study of words and the ways words work together. An invisible force that guides as put words together into sentences. Any person who communicates using a particular language is consciously or unconsciously aware of the grammar of that language.<sup>1</sup>

To speak in a clearer and more effective manner the people 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.

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<sup>1</sup> <http://www.atozofenglish.com/importance-of-grammar.html> accessed on October 18,2010

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>2</sup>

The word grammar mean a written description of the rules of language, or in other word, a set of rules by which people speak and write<sup>3</sup>. It is clear that grammar is very crucial and very useful. Without ability to use grammar, a speaker would be unable to understand or to produce any sentence that he heard before. Grammar has close relation with language because grammar is part of language. If language has no grammar the speaker would never be able to communicate with each other. The utterances or sentences spoken or written by a person would have different idea or meanings to his hearers or readers or even they would not be understood.

Grammar is a process for making meaning clear when contextual information is lacking<sup>4</sup>, it means the simple words are not enough to express complete meaning, language learners need to study grammar to express and to understand a greater variety of meaning because grammar is a tool for making meaning, grammar also has

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<sup>2</sup> David Nunan, *Teaching Languages to Young Learners*, (UK : Cambridge University Press, 2001), p. 98.

<sup>3</sup> Cook and Suter, *The Scope of Grammar*, New York : MC. Grow-Hill, 1980, p. 1.

<sup>4</sup> Scoot Tornburry, *How To Teach Grammar*, (Malaysia: Pearson Education Limited, 2006), p. 4.

important function depends on the sentences. One sentence may express different meaning and express variety of time in different tenses, it is important to study grammar because when we use uncorrected grammatical sentences, it can make misunderstanding between the speakers and the listeners, it is the reason why do people should study grammar.

If language has no grammar, it would never be spoken because people will only be able to learn a language has fixed patterns or regularities<sup>5</sup>. Grammar is part of language. Just as there is no language without sound (at least no lives or real language), so there is no language without grammar.

From the illustration above it is clear for us that grammar is part of language. Or in other words we can say that grammar and language cannot be separated. If one wants to speak a language he must know the grammar of language.

Tornburry explains that grammar is partly the study of what form (or structure) is possible in a language<sup>6</sup>. It means that grammar is study of the rules that govern how a language sentences are formed. It is possible for us to know what is the appropriate words can be formed in a sentences. Grammar also defined as the way words put together to make correct sentences the grammar of a language is the description of the way in which words can change their form and can be combined into sentences in that languages grammar can be seen as a process to put the words to construct grammatical sentences. In this case, the writer concern tag questions, because tag questions is part of grammar.

#### b. Grammar in Teaching English as Foreign Language

According to curriculum 2004, the four language components; structure, vocabulary, pronunciation (in speech) or spelling (in writing) are taught with a view to supporting the development of the four

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<sup>5</sup> R.T. Nasr, *The Essentials of Linguistic Science*, (London: Longman, 1978), p. 52.

<sup>6</sup> Scoot Tornburry, *Op. Cit.*, p. 1.

language skills. In relation to language components, particularly the grammar, the 2004 English Curriculum of SLTP has stated that in the teaching learning process, the language components which seem difficult for students can be presented part as a systematically in conformity with the theme being discussed.

How teachers may actually go about helping learners develop their grammatical knowledge in the foreign language is very important. The teachers must look for a way to make the study more interest.

Developing the grammar of a foreign language is a long and complicated process; luckily, learners have a long time ahead of them with the language. There is no need to rush into technical rules and labels that will confuse<sup>7</sup>. For their ultimate success, it seems likely to be far for better to give children interest way, in here the writer use game.

#### c. Tag Questions

##### 1) Definition of tag questions

Tag question is a statement with a short question (“tag”) added at the end. The statement can be in any verb tense and can use a modal auxiliary. A tag question is a short question added to the end of a positive or negative statement. Tag questions are used to seek agreement or to get information<sup>8</sup>.

A tag question is mini that often put on the end of a sentence in spoken English. Tag questions are short addition to sentences used to ask for agreement and confirmation of something they are not sure. These are formed by auxiliary verbs plus personal pronouns. After affirmative statement, we use an ordinary interrogative tag; after a negative statement, we use a positive interrogative tag. In tag questions use an auxiliary verb (have/was/will etc). And use do/does/did for the present and past

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<sup>7</sup> David Nunan, *Teaching Languages to Young Learners*, (UK: Cambridge University Press, 2001), P. 121.

<sup>8</sup> Janis Van Zante, et. Al, *Op. Cit.*, p. 125.

simple. Normally we use negative tag questions after a positive sentence<sup>9</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>10</sup>.

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

## 2. General concept of tag questions

The basic structure is:

+	-
Positive statement,	negative tag?
Snow is white,	Isn't it?
-	+
Negative statement,	positive tag?
You don't like me,	Do you?

Look at these examples with positive statements:

positive statement [+]				negative tag [-]			notes:
subject	Auxiliary	main verb		auxiliary	not	personal pronoun	

<sup>9</sup> Raymond Murphy, *English Grammar in Use*, (UK: Cambridge University Press, 1999), p. 102.

<sup>10</sup> Fuad Mas'ud, *Essentials of English Grammar*, (Yogyakarta: BPFY-Yogyakarta), 3<sup>rd</sup> page. 125.

						(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,		Will	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?	

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	Will	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	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' <b>d</b> better do it, <b>hadn't</b> he?	he had better (no auxiliary)

Here are some mixed examples:

- a. But you don't really love her, do you?
- b. This will work, won't it?
- c. Well, I couldn't help it, could I?
- d. But you'll tell me if she calls, won't you?
- e. We'd never have known, would we?
- f. The weather's bad, isn't it?
- g. You won't be late, will you?
- h. Nobody knows, do they?

Tag questions 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?

	imperative + question tag	notes:
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

### 3. Intonation

English tag questions can have a rising or a falling intonation pattern. This is contrasted with Polish, French or German, for example, where all tags rise. As a rule, the English rising pattern is used when soliciting information or motivating an action, that is, when some sort of response is required<sup>11</sup>. 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?***

<sup>11</sup> <http://www.learnenglish.de/grammar/tagquestions.htm> accessed on October 18 2010.



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

English tag questions are normally stressed on the verb, but the stress is on the pronoun if there is a change of person<sup>12</sup>.

- 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 tag questions 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?***

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<sup>12</sup> Geoff Parkes et al., *101 Myths about The English Language*, (Englang Books, 1989), p. 38 Retrieved from [http://en.wikipedia.org/wiki/Tag\\_question](http://en.wikipedia.org/wiki/Tag_question) accessed on October 18 2010.

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

#### 4. The functions of tag questions

- a. Use tag questions to confirm information<sup>13</sup>.

This meal is horrible, **isn't it?**

That film was fantastic, **wasn't it?**

- b. Use tag questions when already sure of the answer and just want confirmation (falling intonation with the tag question).

- c. Use tag questions to check information.

You haven't got a piece of paper, **have you?**

You don't know where the boss is, **do you?**

The meeting's tomorrow at 9am, **isn't it?**

- d. If do not know the answer, these are real questions, and use a rising intonation with the tag question<sup>14</sup>.

#### 5. The important points on tag questions

- a. In the present tense, if the subject is *'I'*, the auxiliary changes to *'are'* or *'aren't'*.

I'm sitting next to you, **aren't I?**

- b. With *'let's'*, the tag question is *'shall we'*.

Let's go to the beach, **shall we?**

- c. With an imperative, the tag question is *'will you'*.

Close the window, **will you?**

- d. Use a positive tag questions after a sentence containing a negative word such as *never*, *hardly*, *nobody*.

Nobody lives in this house, **do they?**

You've never liked me, **have you?**

- e. When the subject is nothing, Use *'it'* in the tag questions

Nothing bad happened, **did it?**

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<sup>13</sup> Janis Van Zante et al., *Op. Cit.*, P. 127.

<sup>14</sup> <http://www.eslbase.com/grammar/tag-questions> accessed on October 18 2010.

- f. When the subject is *nobody*, *somebody*, *everybody*, *no one*, *someone*, or *everyone*, Use *'they'* in the tag question.  
Nobody asked for me, **did they?**
- g. If the main verb in the sentence is *'have'* (not an auxiliary verb), it is more common to use *'do'* in the question tag.  
You have a Ferrari, don't **you?**
- h. With used to, use *'didn't'* in the tag question.  
You used to work here, **didn't you?**
- i. Use positive question tags after positive sentences to express a reaction such as surprise or interest.  
You're moving to Brazil, **are you?**
- j. Sometimes use tag questions with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. Use *won't* for invitations. Use *can*, *can't*, *will*, *would* for orders.

## B. Techniques in Teaching learning classroom

Many of classroom activities which are currently used are:

### a. Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves.<sup>15</sup> This frequently involves them in coming out to the front of the class.

### b. Discussion

One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations.<sup>16</sup>

### c. Questionnaires

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<sup>15</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pegagogy*, (NY: Addison Wesley Longman Inc, 2001)2<sup>nd</sup> Ed., p.270-271.

<sup>16</sup> *Ibid*, p. 272

Questionnaires are useful because by being pre planned they ensure that both questioner and respondent have something to do each other and to say each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as resource, helping them in the design process.<sup>17</sup>

### C. Snap<sup>18</sup> Game in Teaching Tag Questions

Games are one of the ways to make study more fun. By using games the students are expected to study enjoyable. One way to make student enjoy is game. Here, the writer tries to use snap game as a way to make students enjoy to study. Games are technique to study meaningfully. A snap is a fun game that will exercise mind and entertain at the same time. Snap is a matching game, often played with custom decks specifically designed for the game. These rules are for playing Snap with a standard deck of cards<sup>19</sup>.

Play is purposeful activity and games are part of playing. As such, games are very appropriate teaching technique in students' classroom. Games can also be structured to maximize English in game rule.<sup>20</sup>

Snap game have advantages. Some advantages of using snap game are:<sup>21</sup>

- a. Snap game is welcome break down from the usual routine of the language class
- b. Snap game is motivating and challenging
- c. Learning a language requires a great deal of effort. Snap game help students to make and sustain the effort of learning
- d. Snap game provide language practice in various skill
- e. They encourage students to interact and communicate
- f. They create a meaningful context for language use

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<sup>17</sup>*Ibid*, p. 274

<sup>18</sup> Mario R, *Op. Cit.*, p. 22.

<sup>19</sup> *Ibid.*, p. 24.

<sup>20</sup> David Nunan, *Practical English Language Teaching: Young Learners*, (Mc Graw hill: Singapore), 2006, p.57

<sup>21</sup> Siti tarwiyah, *Op.Cit*, p. 5

Snap is a useful literacy game for practicing visual discrimination skills and reinforcing knowledge. There are the materials needed to play snap are two identical sets of cards with words, syllables, or letters on them. The writer prepared snap game by used as many card that appropriate with the materials. The writer made sure each card has a matching one.

#### **D. Previous Research**

- a. Retno Indriyati (487690706), An UNNES' student of Language and Art Faculty, in her thesis entitled: *The Profile of Students Mastery on Tag Questions, the Case of the Third Year Student of SLTP Institut Indonesia Semarang the Academic Year of 2005/2006*. The final project has three objectives; the first is to know the students' mastery on tag questions, the second is to find out the special difficulties on tag questions, 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 tag questions. The result shows that the most difficult areas faced by the students in mastering the tag questions 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 tag questions was average to good. In other words, the students of the third year of SLTP Institut Indonesia, Semarang have sufficiently mastered tag questions<sup>22</sup>.
- b. Vani Laila (487965098), An UNNES' student of Language and Art Faculty, in her thesis entitled: *The students' Mastery of Tag Questions, the case of the third year students of SMPN I Pegandon Kendal in the academic year of 2007/2008*. The writer computed the data by using Criterion-Reference Grading A (93%-100% correct), B (85%-92% correct), C (75%-84% correct), D (60%-74% correct), F (below 60% correct). The result of the statistical analysis was 1 student or 2,5% got A,

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<sup>22</sup> Retno Indriati, *The Profile of Students Mastery of Tag Questions (a case study of the third year student of SLTP institute Indonesia Semarang the academic rear of 2005-2006)*, (Semarang: FPBS UNNES, 2005).

8 students or 20% got B, 18 students or 45% got C, 10 students or 25% got D, and 3 students or 7,5% students failed. The result of the non statistical analysis shows that the students' mastery on tag questions was good<sup>23</sup>.

- c. Shofuatun (3104210), an IAIN' student of Tarbiyah faculty in her thesis entitled: *The Use of Short Stories to Improve Students' Understanding on Vocabulary*, an experimental research with the second graders of SMPN 31 Semarang in the academic year of 2008/2009. This research was occurring in SMPN 31 Semarang. Based on this research, the writer try to use this research as previous research because they is the same place to take the data, those are SMPN 31 Semarang as place and the students' of SMPN 31 Semarang as the object. The result of the research is the hypothesis is accepted<sup>24</sup>.

These are difference from this thesis. The previous thesis stated that the research is conducted to students on junior high school. The thesis is focused on the teaching tag questions in grammar.

This research of course difference from previous theses. This thesis is focused on students' grammar skill. The writer implements snap game technique in order to improve students' understanding on tag questions.

## **E. Statement of Hypothesis**

Hypothesis is the assumption that possibly true or wrong. Hypothesis is the provisional answer to the problem of the research. Theoretically, it was considered possibly or highest the level of his truth. Provisional truth determined by the writer and should be tested and proved<sup>25</sup>. The hypothesis of this research is using snap game to improve students' understanding on tag questions.

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<sup>23</sup> Vani Laila, *The Students Mastery of Tag Questions (a case study of the third year student of SMPN 1 Pegandon Kendal the academic rear of 2007-2008)*, (Semarang: FPBS UNNES, 2007).

<sup>24</sup> Shofuatun (3104210), *The Use of Short Stories to Improve Students Understanding on Vocabulary (an experimental research with the second grades of SMPN 31 Semarang in the academic year 2008-2009)*, (Semarang: IAIN Walisongo, 2008).

<sup>25</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 116.