

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Theoretical Review

1. Grammar in Teaching and Learning

a. The Definition of Grammar

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 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”.¹ Scott Thornbury said that:

Grammar is defined as:

A description of the rules for forming sentences, including an account of the the meanings that these forms convey.

And said that:

Grammar adds meanings that are not easily inferable from the immediate context.

The kinds of meanings realised by grammar are principally: Representational that is, grammar enables us to use language to describe the world in term of how, when and where things happen.²

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 short, grammar

¹Gerot And Wignel, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), p. 2.

²Scott Thornbury, *How to Teach Grammar*, (England: Pearson Education Limited, 1999), p. 13.

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.

b. The Importance of Learning English Grammar

Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important? Without knowing the grammar of the language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells us how to use the language. In this case Parrot said that:

Words belong to different grammatical classes (e.g noun, verb, preposition), and the class of a word determines:

1) What other kinds of words we can combine with it.

Example: We can say *a beautiful day* but not *a beautifully day*.

Explanation: We use adjectives not adverbs to qualify nouns.

2) The order in which we combine word

Example: We can say *a beautiful day* but not *a day beautiful*.

Explanation: We put adjectives before the nouns they qualify.

Grammar also determines, for example:

Which form of a word we choose.

Example: We say *two days* and not *two day*.

Explanation: After numbers greater than one we use a plural form of the noun.³

From the explanation above, it shows that learning English grammar is important when someone wants to acquire English. Grammar and language can not be separated, if writers or speakers want to speak English, they must know the grammar of English.

“Grammar is descriptive of what English speakers do, it must reflect the variable performance of its users”.⁴ If a language had no

³Martin Parrot, *Grammar for English Language Teachers*, (Cambridge: Cambridge University, 2000), p. 4.

⁴Celce Mursia Marianne and Diane Larsen-Freeman, *The Grammar Book: An Esl/Efl Teachers' Course*, (Cambridge: Newbury House Publisher, 1999), p. 9.

grammar, its speakers would never be able to communicate with each other, and thus, they would never know each other. The new utterances of sentences are usually produced by a speaker would have different ideas or meanings to his hearers and readers or even they would not be understood.⁵

Consequently, if a language has no grammar, it would never be spoken, because people will be able to learn a language if the language has fixed pattern or regularities. If a language has no grammar, no systematic ordering of its words in sentences, it could never be learned by a native speaker or by a foreigner, not could to people understand one another in it.

It is clear that learning English grammar is needed in the English class. However, there are a lot of theories of grammar or English grammar, there are not inherently good or bad, right or wrong, true or false, since it is known as the system of a language which is used to communicate to other people in the right way.

c. **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. 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.⁶

⁵Charles W. Kreidler, *Introducing English Semantics*, (New York: British Library, 1998), p. 4.

⁶Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (English: Oxford University Press, 1986), 9th Ed., p. 9.

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.⁷

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.⁸

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.⁹

2. General Concept of Irregular Verb of Simple Past Tense

a. The Definition of Irregular Verb of Simple Past Tense

Since verbs change form to show the time of the action, there are two kinds of verb in the simple past tense. There are: (1) Regular verb and (2) Irregular verb. When Indonesian students face the simple past tense, they sometimes make some errors in the changing verb, as in Indonesia there is no changing verb because of the changing time.

Celcia-Murcia and Larsen Freeman state:

There are several reasons why learners may make mistakes in the use of regular and irregular forms. They may:

- 1) (Consciously or unconsciously) have learn the wrong form of a particular verb.

⁷*Ibid.*, p. 123.

⁸*Ibid.*, p. 43.

⁹*Ibid.*, p. 25.

2) Be guessing the form because they do not know what it is.

Over-generalize rules (for example, ignoring irregular forms or using past forms in questions or infinitives).¹⁰

“Irregular verbs are those verbs that fall outside the standard patterns of conjugation in the languages in which they occur”.¹¹ It makes most grammatical errors happen and it ask the students to make any spelling changes which is required carefully. “The simple past form of each irregular verb must therefore be learnt, but once this is done there is no other difficulty, as irregular verbs (like regular verbs) have no inflexions in the past tense”.¹² Irregular verb can be formed by suffixation or by changing the vowel and consonant from the stem.

b. The Principles of Teaching Irregular Verb of Simple Past Tense

The process of teaching irregular verb of simple past tense, the teacher asks the students to write their experience, so they should understand about the principles of writing well. In making good writing, the students must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. O’Malley and Pierce add that “writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics”.¹³ So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions.

According to Harmer, there are four principles of writing:

1) Planning

This stage is often called by pre-writing process. Pre-writing is the thinking, talking, reading, and writing that the writer does

¹⁰Celce murcia-Dianne Larseen Freeman., *op, cit.*, p. 192.

¹¹Wikipedia, <http://en.wikipedia.org/wiki/irregularsimlpe-past-tense.htm> accessed on 1/6/2010.

¹²Thomson and Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), p. 161.

¹³J. Michael O’Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p. 136.

about his topic before he writes a first draft. Pre-writing can be defined as a way of warming up the brain before write.

2) **Drafting**

The first version of writing is called draft. The writer must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text.

3) **Editing (Revising)**

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing.

4) **Final Version**

Once the writer has revised and edited the draft and made the changes that considered to be necessary, he has produced the final version.¹⁴

—→ **Planning** —→ **Drafting** —→ **Editing**

Based on the explanation above, the students have to know all of the principles in writing English grammar especially in writing experience using irregular verb of simple past tense.

Until now the reasons about the mistake and error are often not immediately clear, teacher need to talk to the students about particular mistake in order to learn the precise causes.

There are five groups of irregular past tense:

- a) Verbs that do not change to form past tense form.
- b) Verbs that undergo a vowel change for past tense but here no distinct form for past participle.

¹⁴Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2001), p.

- c) Verbs that undergo an internal vowel change for past tense but here no distinct form for past participle.
- d) Verbs that also undergo internal vowel change for past tense and for past participle.
- e) Verbs that also undergo internal vowel change for past and for past participle.¹⁵

The following is the list of irregular forms of simple past tense.

- a) Verbs that do not change to past tense form.¹⁶

Simple form of the verb	Past tense	Past Participle
Cost	Cost	Cost
Hit	Hit	Hit
Put	Put	Put
Cut	Cut	Cut

- b) Verbs that undergo a vowel change and add consonant.¹⁷

Simple form of the verb	Past tense and Past Participle
Feel	Felt
Meet	Met
Sleep	Slept
Buy	Bought
Teach	Taught
Catch	Caught

- c) Verbs that undergo an internal vowel change for past tense but have no distinct form the past participle.¹⁸

Base form	Past tense and Past Participle
Wind	Wound
Find	Found

¹⁵Wikipedia, http://en.wikipedia.org/irregular_verb.htm accessed on 1/6/2010

¹⁶Marcella Frank, *op. cit.*, p. 61-66.

¹⁷*Ibid.*

¹⁸*Ibid.*

Say	Said
Hear	Heard

- d) Verbs that undergo internal vowel change for past tense and for past participle.¹⁹

Base form	Past tense	Past Participle
Choose	Chose	Chosen
Speak	Spoke	Spoken
Draw	Drew	Drawn
Grow	Grew	Grown
Write	Wrote	Written

- e) Verbs that also undergo internal vowel change for past and for past participle.²⁰

Base form	Past tense	Past Participle
Begin	Began	Begun
Drink	Drank	Drunk
Sing	Sang	Sung
Swim	Swam	Swum

3. Matching Game in Teaching Irregular Verb of Simple Past Tense

a. The definition of matching game

Since learning grammar or structure is difficult and sometimes is boring for the students, teachers are expected to find the effective way to help students in learning second language. Games can help the students to revise language they learn. “Games also help the teacher to create contexts in which the language is useful and meaningful”.²¹

The characteristics of game are:

¹⁹*Ibid.*

²⁰*Ibid.*

²¹Andrew Wright, et. al., *Games for Language Learning*, (New York: Cambridge University Press, 1983), p. 1.

- 1) Games always involve at least two people or two groups of people. In most cases, the game results in a win for one side of the game and a loss for the other side.
- 2) Games must be voluntary.
- 3) Games always begin with certain set conditions, such as the dealing of cards or the placement of soldiers on a battlefield.
- 4) Games must have boundaries.
- 5) There is competition between the players.
- 6) Games must have uncertain outcome.²²

Matching game is one of games which is used to help students learn their lessons in English class easily.

According to Anita Lie:

match method is developed by lorna curran, matching game is one of methods in cooperative study. cooperative study is based on the philosophy of *homo homini socius*, that is the philosophy which emphasizes a human being as a social creature.²³

Whereas according to Ibrahim in Tarmizi Ramadhan's Blog "*Pembelajaran Kooperatif*".

The cooperative learning is a model of study, which helps the students to learn the content of the academic and the social relationship. The character of cooperative learning is positive independently to each other, personal responsibility, face-to-face communication and evaluation of process of group.²⁴

Based on the definition above matching game is a game using flash card that consists of two kind of cards that is question card (verb 1) and answer card (verb 2), 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

²²Games, <http://www.chroniclogic.com/pontifex2.htm>. accessed on 2/11/2010

²³Anita Lie, *Cooperative Learning: Pembelajaran di Ruang-Ruang Kelas*, (Jakarta: Grasindo, 2008), p. 28.

²⁴Tarmizi, <http://www.tarmizi.com/2008/12/03/pembelajaran-kooperatif-matching-method.htm> accessed on 7/6/2010.

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 irregular simple past tense.

b. Teaching matching games using flash card as media

Teacher uses flash card as the media in teaching matching game, the flash card contains of verb 1 and verb 2 (irregular verbs), students are required to match the card between verb 1 and verb 2 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".²⁵ Media enable students to acquire knowledge, skills, science, and attitude easily.

There are many kinds of media to teach English, one of them is song. Song could be used to teach vocabulary

In addition, teaching media can be various forms. It can be classified in three kinds, they are:²⁶

- 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.

²⁵H. Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press. 2002), p. 11.

²⁶Kasihani, *English for Young Learners*, (Jakarta:PT Bumi Aksara,2007), p. 103

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.²⁷

c. The characteristics of making a match game

“Make-a match method is developed by Lorna Curran”.²⁸ In this research, the application of make-a match method is emphasized in teaching grammar. Matching game uses cards as media which contains of verb 1 and verb 2, the students are required to match the card between verb 1 and verb 2 in correct form.

The characteristics of making a match game are bellow:

a) Materials

The material of this game is 3” x 4” card with a verb (verb 1 or verb 2) written on each in different types, verb 1 on question cards, verb 2 on answer cards.

b) Dinamic

Whole class in groupworks there where 40 students. The students will work in pair, so there will be 20 pairs in the class. And 4 groups.

c) Time

This game takes 30 minutes to play.

²⁷M. Basyiruddin Usman and Asnawir, *op, cit.*, p.29.

²⁸Anita Lie, *loc, cit.*

d) Procedure

- a) The teacher prepares flash cards. 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 thesis proposal, the writer was considering some previous researches to support the writer's thesis proposal:

The first was conducted by Ika apriliana (2201404073), (Language and Art Faculty of State University of Semarang, 2009) in her thesis entitled "The Use of Make-A Match Game to Improve Students' Acquisition of Irregular Simple Past Tense Form to Construct Recount Text for The Eighth Grade Students of State Madrasah Tsanawiah 1 Semarang in The Academic Year 2008/2009". The finding shown that the implementation of make-a match game in the classroom could increase the cooperation between the teacher and the students, the students and the students, and could also

improve the students' understanding on grammar and independence in learning the subject.²⁹

The second thesis entitled “The Effectiveness of Using Make-A Match Method in Teaching Reading Comprehension to The First Grade Students of SMPN 02 Sulang Rembang” by Sri Wahyuni (2201404086), (Language and Art Faculty of State University of Semarang, 2010) concluded that the objectives of the study were to find out the students' achievement in reading comprehension for both experimental and control group and to find out whether there was significant difference in students' achievement in reading comprehension between experimental group and control group. The finding shown that using make-a match game in the classroom of the first grade students of SMP N 2 Sulang Rembang is effective because based on the result of this research shows that there are 0,00% students get D (score minus 54), 9,52% students get C (score between 55-69), 57,14% students get B (score between 70-84), and 33,33% students get A (score between 85-100).³⁰

In other words, this research is different with previous one. The first thesis stated that the research focuses on make a mach to improve student's understanding on reading. This study was quantitative approach using experimental research, the application of make a match is suggested in teaching reading comprehension. the difference here researcher focuses on teaching irregular simple past tense while the previous one concern in teaching reading The students were able to explore their ideas through this method. The aim of this study is to find out whether there is contribution of the application to elicit the student responses in teaching reading comprehension.

The second one was carried out in English language teaching grammar and the focus of study is the same with researcher's that is the

²⁹Ika Apriliana, *The Use of Make-A Match Game to Improve Students' Acquisition of Irregular Simple Past Tense Form to Construct Recount Text*, (Semarang: State University of Semarang, 2009), unpublished thesis.

³⁰Sri Wahyuni, *The Effectiveness of Using Make-A Match Method in Teaching Reading Comprehension*, (Semarang: State University of Semarang, 2010), unpublished thesis.

importance of grammar in English teaching learning. On the other hand, there is a difference between Ika Apriliana's and researcher's study. Both of them using make a match method in English teaching learning but the researcher using quantitative approach using experimental research but the second one was qualitative approach using classroom action research. The researcher hopes that this study will give contribution especially in English teaching learning process.

C. Statement of Hypothesis

“Hypothesis is the assumption that possibly true or possibly wrong”.³¹ Hypothesis is the provisional answer to the problem of the research, theoretically it was considered possibly or highest the level of his truth. “It is provisional truth determined by researcher that should be tested and proved”.³² Because the hypothesis was the provisional answer, it must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not received, significant or not, effective or not.

In conducting the research, the researcher proposed the working hypothesis:

The average score of the experimental class (VIII A) after treatment is higher than the average score after treatment of the control class (VIII B) of SMP Negeri 01 Mlonggo Jepara in the academic year of 2010/2011.

³¹Sugiyanto, *Analisis Statistika Sosial*, (Jawa Timur: Bayumedia Publishing, 2004), p. 136.

³²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 116.