

## CHAPTER II

### REVIEW OF RELATED LITERATURE

An essential step in any research project is literature review.<sup>1</sup> In this chapter, the researcher presents the review of related literature. It concern with theoretical framework underlying this study, which is explained in detail. This chapter consists of teaching grammar, learning model, cooperative learning model, group investigation, and the result of learning model.

#### **A. Definition of Grammar**

The science which treats of the principles of language; the study of forms of speech, and their relations to one another; the art concerned with the right use and application of the rules of a language, in speaking or writing. Then Grammar is a subject of material in English lesson. Grammar is the pattern of the language, especially English. It means that grammar is a pattern of how some words combine to make a sentence. However, it is not only the pattern or the form of the language, but also the meaning of the language.

Therefore, teaching grammar is a process of delivery the material of grammar from the teacher to the students in a classroom. Many students think that grammar is very difficult and confusing. So that, the duty of teacher is how he or she can make the students interested in the grammar. Usually, teacher just explains the material and the students as the good listener or the passive learner. This model will make the students feel bored, sleepy and passive. The teacher

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<sup>1</sup> David Nunan, *Research Method in Language Learning*, (Cambridge University, 1992). 216

should have an innovation teaching model or learning model that can make the student interested, be active and creative. There are many models that can be used by the teacher to teach grammar, but the teacher should adapt the learning model with the students, the material and the condition of classroom.

### **B. Learning Model**

Based on the terms of the language, learning model consists of two words, the model and the learning. Learning is a combination that is composed of human, material, facilities, equipment, and the procedure that interplay to reach the purpose of learning. "The model is a representation of something, usually smaller than the original"<sup>2</sup>.

Learning can take place both inside and outside classroom. Learning also can be an informal and a formal process. For an informal process, students can learn some words from books, TV, magazines, internet or from their friends. Then a formal process is attending lessons and learning in the classroom. And in this research, talk about the formal process learning in the classroom, this researcher discuss about the classroom action research.

Learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives, and serves as a guideline for the designers of learning and the teachers in planning and implementing activities teaching and learning.

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<sup>2</sup> A S Hornby, *Oxford Advanced Learner's Dictionary, New International student's Edition* (New York: Oxford University Press, 1995).

### C. Cooperative Learning Model

Of course, cooperative learning methods are not new. Teachers has used them for many years, in a form of laboratory groups, project groups, and discussion groups, and so on. However, recent research in United States and other countries has created systematic and practical cooperative learning methods intended for use as the main element of classroom organization, has documented the effects of these methods, and has applied them the teaching of a broad range curricula. These methods are now being used extensively in every conceivable subject, at grade levels from kindergarten through college, and in all kinds of school throughout the world.<sup>3</sup>

The main duty of teacher is to create an atmosphere of teaching and learning process in the classroom so that there are interaction-learning activities that can motivate students to learn well. One of the successes of learning depends on the model applied by teachers teaching in the classroom. Learning model can be used as the pattern of choice; it means teachers may choose an appropriate learning model to achieve the educational goals.

In order to make students can learn effectively and efficiently then the goal of learn can be achieved, teachers must have certain strategies. One of the steps to have the strategy is the mastery of the techniques of presentation or commonly referred to as a model of teaching. A lesson presentation technique is knowledge of teaching methods used by teachers.

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<sup>3</sup> Robert R Slavin, *Cooperative Learning Theory, Research and Practice second Edition*, (Massachusett; Massachuserts, 1995), 4.

Cooperative learning creates a learning revolution in the class; no class is quiet during the process of learning, because learning can be achieved in the middle of a conversation interstudent. Teacher can create a new classroom environment where students can routinely help each other, in order to complete the academic teaching the lesson.

In cooperative learning method, students also can study from their friends and the teacher as the facilitator. Of course, a classroom also needs to be arranged so that supports the cooperative learning process. In cooperative learning method, the arrangement of classroom needs to regard some certain principle. The chairs need to be arranged so that all students can see the teacher and the blackboard. Can see their friends in a group well and be in the scope of their group evenly. The group can be close by each other, but does not disturb the other group and the teacher can supply some free space in part of classroom to the other activity.<sup>4</sup>

Learning process in cooperative learning groups is different from the common learning group. Cooperative learning has the characteristics:

a) Objectives Group

The purpose of cooperative learning can be a certificate, appreciation, or the other awards, which fulfill the criteria that have been given before.

b) Individual Responsibility

Individual responsibility is achieved in two ways; the first is getting the group score. The second way is giving each student a specific task. It means each student is given a responsibility for every part of the group task.

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<sup>4</sup> Anita lie, *Cooperative Learning, Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas*. (Jakarta: PT Gramedia, 2005). 52

c) Opportunities for Success

The uniqueness in this group-learning model is the uses of scoring model that assure of students, students have the opportunity to play an active role on their group.

d) Competition Intergroup

The existence of competition intergroup means that it is motivating students to participate actively and play a role in making a concept of a material.

The elements of cooperative learning:

- 1) Students must have the perception that they "sink or swim together."
- 2) Students must have a responsibility to the students or other learners in the group, besides the responsibility of self in learning the material at hand.
- 3) Students must be of the view that they all have the same goal.
- 4) Students divide tasks and share responsibility among group members.
- 5) Students are given an evaluation or award will take effect on the evaluation group.
- 6) Students share the leadership skills they acquired while working together during learning.
- 7) Each student will be asked individually accountable for the material is handled in a cooperative group.

Cooperative learning steps from beginning to end can be seen in the following table:

**Table 1.1. The Steps of Cooperative learning**

Indicators	Teacher Activity
Delivering the goals and motivate students	Teacher delivers learning objectives to be achieved and gives motivations to students to learn actively and creatively
Presents Information	Teacher delivers communicate information to students by demonstrating or through reading material
Organize students into groups	Teacher explains to students how to form study groups and help each group to make the transition efficiently
Guide the group work and guided	Teacher studies groups as they carry out these tasks
Evaluation	Teacher evaluates the results of learning about the material being studied and also to the presentation of the work of each other
Give award	Teacher looks for ways to give the rewards and efforts for the result of learning for individual and group

If the measures considered cooperative learning model in the table above, it is known that the democratic process and the active role of students in class are very prominent than the other learning models.

Cooperative learning model has many advantages than the other models, they are:

- (A) Improve the ability of students.
- (B) Increase the self-confidence.
- (C) Grow the desire to use the knowledge and skill
- (D) Improving inter-group relations.

Cooperative learning model also has some weaknesses, they are:

- a) Need the complex preparation to do it.
- b) If there is a negative rivalry, the result of learning will be bad.
- c) If there are some students who are lazy, or they want to be a power in the group, so the effort of the group will be useless.

d) There are some students, who do not utilize the time well in the groups of learning.

According to these weaknesses, in the application of cooperative learning is required of a teacher who could make the classroom condition be interesting and mastering the cooperative learning so that the process of application will be fluent and students can play the role actively in the learning process, and students can compete positively.

#### **D. Group investigation**

Group Investigation is a type of cooperative learning, teachers and students work together to build learning. In the process of planning together based on each student's experience, capacity, and needs. Students actively participate in all aspects, making decisions to set a direction they do. In this case, the group is socially appropriate vehicle for this process. Planning group is one of the models to ensure maximum student involvement.

This learning model has three main concepts, namely:

1. Research is a process of stimulation of students with turning a problem. In this process, the students feel he needs to give the reaction of problem that is considered necessary to be solved. This problem is gotten from the students themselves or given by the teacher.
2. Knowledge is experience that is not brought since we were born, but students get the best experience directly and indirectly.
3. Group dynamics, showing the atmosphere that describes a group of individuals who is interacting each other about something that is

deliberately viewed or reviewed along with various ideas and opinions then exchanged experiences and argue with each other.

Some important points on learning model group investigation are:

**a. Need Ability Group.**

The successful of implementation from the previous *Investigation Group* demands the training in communication and social skills. In is usually called as *laying on the foundation work* or *team building*. Teachers and students implement a number of academic activities and no academic that can build cooperative norms of appropriate behavior in the classroom.

**b. Cooperative Planning**

It is important for the group investigation is the cooperative planning students on what they ask from them. The members of group take a part in planning some dimation and the demand from their material.in their group, the determine what they want to be investigate relative to their effort to solve their problems, what sources that they need, who will do what, and how they will show their result from the material that they have been choosen and have been done in front of the class.

**c. Role of the teacher**

In implementing the Group Investigation, the teacher's role-play is as the facilitator. Teacher who use the Group Investigation commonly devised the class be some groups and each group consist of 5 to 6 students heterogeneous. The teacher goes around the groups and looks at that they can manage their duties and

help each other to solve their problem in a group, including the problem of specific tasks related to the subject of learning.

The steps of application the Group Investigation model can be expressed as follows:

Stage 1: Identify the topic and organize students into some groups

- Students research several sources, proposes a number of topics, and categorize the suggestions.
- Students join the group to study the topics that they have chosen
- The group is based on student interest and must be heterogeneous
- Teacher helps in information and as the facilitate the setting.

Stage 2: Planning the investigation in a group

- Students plan together about :  
What did we learn?  
How do we learn  
Who does what? (divide the task)  
What is the purpose or interest of what we investigate this topic?

Stage 3: Doing the Investigations

- Students collect information, analyze data and make conclusions
- All the members of each group contribute to the efforts that made the group
- Students exchange, discusses, and clarifies all ideas

#### Stage 4: Prepare a final report

- Members of the group determine the essential messages of the project or matter is done.
- Members of the group will plan what they report, and how they will make their presentations.
- Representatives of the group created a steering committee to coordinate plans for the presentation

#### Stage 5: Presenting the final report

- Presentations made to the entire class in various forms.
- The presentation should be able to involve the audience actively.
- The listeners evaluate the clarity and the appearance of presentations based on criteria predetermined by the entire of member class.

#### Stage 6: Evaluation

- Students give each other feedback on the topic task they have done, regarding the effectiveness of their experiences.
- Teachers and students collaborate into evaluation student learning.
- The evaluation of learning should evaluate the highest thoughts.

The purposes of group investigation that is used by students and teacher to achieve the learning objectives are as follows:

1. Investigation can improve the way of their think by selecting a topic that will be investigated.
2. Investigation can prove the skills and activities of students in implementing the plan will be developed from topics that have been selected.

3. Investigations can help students' grammar skills and good group process.
4. Investigation can increase your confidence and learning abilities of students through active participation
5. Investigation can create positive social interaction in order to improve social relations in the classroom.

#### **E. Learning outcomes**

Learning outcomes is a top of the learning process. The results of the study occurred mainly thanks to teacher evaluation. Learning outcomes are changes in behavior as a result of the learning process. The result is the ability to learn the actual measured directly. The results of measurements of this study will ultimately determine how far the purpose of education and teaching that has been achieved.

In the cognitive, learning outcomes are arranged in six levels. The six levels are:

1. Knowledge or memory.
2. Comprehension.
3. Application.
4. Synthesis.
5. Analysis.

The psychomotor domain consists of five levels, namely:

1. Impersonation (mimicking the motion)
2. Usage (using the concept to do the motion)
3. Accuracy (do the motion correctly)
4. Coupling (to do some movement at the same time it right)

### 5. Naturalization

While the affective domain consists of five levels, namely:

1. The introduction (want to receive, aware of something)
2. Responding (active participation)
3. Awards (received values, true to certain values)
4. Organizing (connection between the values of trust)
5. Practice (making the values as part of a pattern of life).

The result of study has the important role in learning process. The evaluation process of the result of study can give the information to the teacher about the students' progress in the effort to achieve the purposes of their study by learning activity. Then, from that information teacher can arrange and develop the students' activities for all members of class or individual.

Factors that influence the results of learning are:

#### 1. Internal factors (from the individual study).

Factors that affect these learning activities with more emphasis on factors of the individuals studied. The factors that influence these activities are psychological factors, among others, namely: motivation, attention, observation, feedback and so forth.

#### 2. External factors (from outside the individual who learns).

Achievement of learning objectives needs to be created a system conducive learning environment. This will be related to factors outside the student. The factors that influence is gaining knowledge, planting concepts and skills, and attitude formation.