

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer uses some theories that are important as references in this study. They are grammar, cooperative learning and Think-Pair-Square Strategy in teaching learning.

A. Grammar

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.⁶

The other definition of grammar stated that grammar is an essential requirement toward a successful result in learning any language, includes in English Language. Grammar or structure is very important to develop or increase some knowledges further more language without structure or grammar is nothing. Accessing a grammar to find the word, construct novel sentences and produce the sound (speak/make speech) that express the message that is wish to convey. Generally a description of account of the nature, build, constitution, or make of a language is called its grammar.⁷ Grammar is the

⁶ Tornbury, Scoot. *How to Teach Grammar* (England: Bluestone press. 2006) 1

⁷ Meiklejohn, Grammarian, (http://www.wikipedia.com/grammar_Meiklejohn/html), retrieved 23th November 2014

pattern of the language, especially English. It means that grammar is a pattern or the form of the language, but also the meaning of the language.

Grammar is the sound and sound patterns, the basic units of meaning, such as words and the rulesto combine them to form new sentences by using words correctly, it also describe the usages of the English language by good speakers and writers of the present day.⁸

Considering thus definition above, the researcher can clonclude that grammr is one of language components which should be learned by the students in order to be able to arrange English words into correct sentences. The Indonesian students commonly have problem primarily in studying the grammar, because the English grammar is quite different from Indonesian grammar.

Discussing about English grammar is nearly discussing about tense. Tense is a method that we use in English to refer to time - past, present and future. Many languages use tenses to talk about time. Other languages have no tenses, but of course they can still talk about time, using different methods. There are four types of tenses. Simple, Perfect, Continuous and Present Perfect Continuous and each of these has a present, past and future form. In this study the writer only discusses the past tenses, especially simple past tense.⁹

The simple past tense is used to talk about finished actions that happened at a specific time in the past. You state when it happened using a time adverb.

We form the simple past of a verb by adding -ed onto the end of a regular

⁸ Hadi Zamzami, *Grammatical Mistakes in Speaking Made by Students of Training Course (TC) Level at Basic English Course Pare Kediri* (Kediri: STAIN Kediri, 2010)11

⁹ http://www.englishclub.com/grammar/verb-tenses_sys-what.htm

verb but, irregular verb forms have to be learnt. There are several examples of irregular verbs.¹⁰ There are some simple past timeline:

1. When mention a time in the past

For example:

"*Last year I took my exams.*"

"*I got married in 1992.*"

2. It can be used to describe events that happened over a period of time in the past but not now

For example:

"*I lived in South Africa for two years.*"

3. The simple past tense is also used to talk about habitual or repeated actions that took place in the past.

For example:

"*When I was a child we always went to the seaside on bank holidays.*"

4. It can sometimes be confusing.

For example:

"*She had a baby last year.*" (She hasn't lost the baby, but here you are talking about the actual process of giving birth.)

B. Cooperative Learning

Of course, cooperative learning methods are not new. Teachers has used them for many years, in a form of laboratory groups, project groups, and

¹⁰ <http://EnglishGrammar-TheSimplePastTense-LearnEnglish.htm>

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 to 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 all kinds of school throughout the world.¹¹

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to Cooperative Learning than merely arranging students into groups, and it has been described as "structuring positive interdependence.". Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Five essential elements are identified for the successful incorporation of cooperative learning in the classroom.¹²

¹¹ Robert R Slavin, *Cooperative Learning Theory, Research and Practice Second Edition*, (Massachusetts: Massachusett, 1995), 4

¹² http://en.wikipedia.org/wiki/Cooperative_learning

Brown & Ciuffetelli Parker (2009) and Siltala (2010) discuss the 5 basic and essential elements to cooperative learning:

1. Positive interdependence
 - a. Students must fully participate and put forth effort within their group
 - b. Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group
2. Face-to-face promotive interaction
 - a. Members promote each other's success
 - b. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments
3. Individual and group accountability
 - a. Each student must demonstrate mastery of the content being studied
 - b. Each student is accountable for their learning and work, therefore eliminating "social loafing"
4. Social skills
 - a. Social skills that must be taught in order for successful cooperative learning to occur
 - b. Skills include effective communication, interpersonal and group skills
 - 1) Leadership
 - 2) Decision-making
 - 3) Trust-building
 - 4) Communication

5) Conflict-management skills

5. Group processing

- a. Every so often groups must assess their effectiveness and decide how it can be improved

In order for student achievement to improve considerably, two characteristics must be present:

1. When designing cooperative learning tasks and reward structures, individual responsibility and accountability must be identified. Individuals must know exactly what their responsibilities are and that they are accountable to the group in order to reach their goal.
2. All group members must be involved in order for the group to complete the task. In order for this to occur each member must have a task that they are responsible for which cannot be completed by any other group member.

There are a great number of cooperative learning techniques available. Some cooperative learning techniques utilize student pairing, while others utilize small groups of four or five students. Hundreds of techniques have been created into structures to use in any content area.

C. Think-Pair-Square

Think-Pair-Square is a modification of Think-Pair-Share. It is to formulate individual ideas and share these idea with another student. Think-Pair-Square involved a three steps cooperative structure. During the first step is

the pair of students are given a kind of problem or task to be taught. Then students are required to share their ideas with their partner in pair. Then, the pair share to another pair in square (group of four) in order to get the deep solving.

It is important for the teacher to make sure that pairs are matched up with other pairs, and that pairs have equal participation and that constructive sharing takes place. If you are concerned about a pair dominating the conversation, give each a pair a specified amount of time to share their answer. Remind the pairs that they do not have to accept the other pair's response. But they do have to show respect for the pair.

The steps of applying Think-Pair-Square strategy is explained in the following:

a. Think

Students are given an issue in the form of questions or any kind of task that related to the topic which has been planned to be thought their selves in a few moments. There is no interruption which is permitted while the students are thinking about the issue or the task.

b. Pair

Students are paired to discuss the answer of the question orally by the way of their interaction with their partner. They communicate their ideas about the task orally in order to construct the correct answer.

c. Square

Two pairs of students are paired to form a square or the group of four students. In this step, each of students could share about their ideas and answer in the square of group (4 students)¹³

Think-Pair-Square has some advantages over the traditional questioning structure. The Think-Pair-Square concept incorporate the important activities need to be developed among students during their learning process. The advantages can be gained from Think-Pair-Square strategy are: firstly, it is quick to do since it does not take much preparation time. Second, the personal interaction motivates the students with little intrinsic interest in the subject taken. Third, it engages the entire class and allows quiet students to answer question without having to stand out from their classmates. Fourth, multiple kinds and levels of questions can be asked. The last is teacher can assess students understanding by listening on several groups during the activity, and by collecting responses at the end.

From the statements above Think-Pair-Square is a strategy of cooperative learning that aimed to improve the quality of thinking by providing “think time”, “work in pair”, and “work in square” and give every learner an opportunity to respond.¹⁴

¹³ Siti Marfu'ah, Think Pair Square Share Method in Increasing Student's Speaking Ability to the Eight Gradders of SMPN 5 Rembang in Academic Year 2012-2013, (Semarang: IKIP PGRI Semarang, 2013), 23

¹⁴ Eny Nuraini, The Effectivness of Think-Pair-Share to teach Narrative Texts Writing, (Semarang: IAIN Semarang, 2013), 23

D. Previous Study

Previous study is the part of thesis that tells us about the source of literature that may inspire the research. The literature can be thesis, journal, book and etc. In this previous study, the research writes the journal of English Language Teaching that it gives her the inspiration to write her own thesis.

According to Sri Ariani (2013) entitled "Using the Think Pair Square Technique in Teaching Writing a Discussion Text".¹⁵ She concludes that Think pair share is suitable to use in teaching writing of discussion text because discussion text requires students' background knowledge to give arguments for and against the issue and elaboration of each argument as well as conclusion or recommendation toward the issue. Lack of background knowledge about the issue often makes the students feel reluctant to start writing. By using think pair square, their friend's opinions will enrich their ideas in collecting the arguments and elaborations for and against the thesis statement and vice versa.

¹⁵ Sri Ariani, *Using the Think Pair Square Technique in Teaching Writing a Discussion Text*, (Padang: UN Padang, 2013), 414