

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the theoretical framework used in this study. It consist of the definition of grammar, teaching grammar, Engpoly (english monopoly), the application of teaching grammar by using Engpoly (english monopoly), the advantages and disadvantages, and the previous study.

#### **A. Grammar**

This part describes about the definition of grammar, types of grammar, functional of grammar, teaching grammar, and teaching grammar at junior high school.

##### **1. The Definition of Grammar**

Grammar is an important part of language. The grammar of a language includes a statement or proposition which is regarded as being established, accepted, or self-evidently true such as verb tenses, articles and adjective, how questions are phrased, and much more. Crystal (2017) said that grammar is the study off all the contrasts of meaning that it is possible to make within sentence.

According to Harmer (1991:12), grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language. Created a good grammar rule in our daily activity whether in written form or orally is extremely difficult because there were various

different systems to describe how the language works. Supported by Penny (2005) the definition of grammar can be seen from three perspective those are :

a. Grammar in general

Grammar defined as the way words are put together to make a correct sentences'. The term of grammatical can be applied into a smaller unit than sentences. A brief phrase or written can be grammatically acceptable or unacceptable. The minimal components to be combined may not be whole words because words may actually change their spelling and pronunciation in certain grammatical contexts.

b. Grammatical structures

A specific instance of grammar is usually called a structure. The examples of structure in grammar are present tense, past tense, noun plurals, the comparison of adjectives, and so on. Each language has their own structure. The verb in English grammar has aspects such as progressive which many other language do not.

c. Grammatical meaning

Grammar not only about how to combined to be the right structure, but also affects the meaning of the language itself. Grammar is a way to communicates meanings. Grammatical meaning is fairly simple to explain than to teach for example the addition of a plural *-s* to the noun in English which indicates that the noun more than one item.

From the definitions about grammar in the previous section, it can be concluded that grammar is a whole system and structure of a language in general, usually taken as consisting syntax and morphology (including inflections) and sometimes also phonology and semantics.

## **2. Grammar Rules**

According to Thornbury (2006:11), there are three types of English grammar as follows:

### **a. Descriptive Rule**

Descriptive grammar is a set of language rules based on how it is used. Descriptive grammar assumes that the only authority for anything that exists in a language is what its native speakers accept and understand as part of their language. It attempts to describe the usage of native speakers. In the descriptive grammar there is no right or wrong language. Here are the examples of descriptive grammar:

Me and Mona are eating together

Mona and me are eating together.

### **b. Prescriptive Rule**

Prescriptive grammar is a set of rules based on how people think that language should be used. It assumes that the existence of better authorities than the usage and judgment of native speakers. People who write in the form of prescriptive grammar adduce better language users (educated speakers, high-class speakers, and great writers), better

languages (usually Latin) and better information systems (mathematics or predicated calculus) as authorities for preferring one usage over another. Prespective grammar rules is about what they believe to be correct or incorrect used of language. Here are the examples of prespective grammar:

Tommy and I play cards

She and he are at home

c. **Pedagogical Rule**

Pedagogical rule is a rule in grammar that make sense to learners while at the same time providing them with the means and confidence to generate language with a resonable chance of success. When grammar adopted for the purpose of teaching, it is reffered to as pedagogical rule in grammar. Supported by Burner (2005), pedagogical rule in grammar has aim to be a grammar especially designed for a particular group of learners, taking into consideration such aspects as the learners' general abilities, their age, other languages they know, their aims for learning the target language, input of the target language.

**3. Teaching Grammar**

Teaching grammar is an activity to share knowledge, skill, ability and idea between teacher and students in English class by using a current method, approach, medium, and material. Elizabeth and Digumarti (2004:15) state that teaching learning of a language is a matter of practice. The language teacher is able to teach language in any way he or she likes,

but the knowledge and application of certain principles help him or her to teach the same language effectively. Revealed to Penny (2009:76), most people agree that knowledge of language means, among other things, knowing the grammar, but this knowledge may be intuitive and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned. It can be concluded that teaching grammar is an activity to share knowledge in language structure with a right rule and clear meaning.

#### **4. Teaching Grammar at Junior High School**

The target of teaching grammar in junior high school is that students are able to create a sentence with clearly grammar. According to River (1987), teaching English in Junior high school should be based on four points. Those are: first, the material should be appropriate with the students' ability. Second, provision should be made in timeable at frequent interval. Third, the English lesson sometimes cannot be the priority on one or twice a week, and the students should have the opportunity to exercise themselves so that they can improve their skills in English.

In conclusion, teaching English in junior high school should use the appropriate method, media and material which relevant with the students' ability and the curriculum applied.

## **B. *Engpoly*(English Monopoly)**

*Engpoly* is a board game which is in this study used to teach grammar in the eighth grade of senior high school. *Engpoly* contains instructions and questions in English. The *Engpoly* board contains ten columns on each side of the rectangular form. Each column contains some problems in *simple present tense* with a right structure. In the *Engpoly*, there are also two types of cards, those are chance cards that can add the player's money and punish cards that might reduce the player's money.

*Engpoly* is a game that is played by one to eight people by throwing dice and moving according to the number of dice eyes. To support the application of *Engpoly*, all equipment such as chance cards, punishment cards, and dice are made according to the subjects to be taught, in this case focuses on *simple present tense*. Money from *Engpoly* is made from units of 1000, 2000, and 5000. The game will be finished when the money of the group is spent out to pay the punishment.

## **C. Teaching Grammar By Using *Engpoly*(English Monopoly)**

Here are the rules of playing *Engpoly* first, one *Engpoly* board will be played by 4-8 students. Second, each group will get money, in the same amount as agreed. Third each student throws the dice. If the student stops in the question column, then the student must answer the question together with their group, if the student stops in the opportunity or penalty column, then the student is required to take one card and challenge the card, if the student stops in the prison column, then the student is not allowed to play during one round.

Fourth, group who have run out of money, then declared lost and stop to play the game.

#### **D. The Advantages and Disadvantages**

Each of the media used to teach English definitely has advantages and weaknesses or disadvantages neither the *Engpoly* media. Here are the advantages and disadvantages in using *Engpoly* as a media in teaching grammar:

The Advantages are attract the attention of the students, train students to work in a team, easy to share the knowledge in English with each member in a group, improving students' motivation in learning English, and create a fun learning process. While the disadvantages of using *Engpoly* in teaching grammar are teacher needs help for supervising each group so that no cheating in every group, and the property is too many therefore this media cannot apply sudden.

#### **E. Previous Studies**

There have been previous studies using *Engpoly* media as strategy in creating an effective teaching English such as Ravli and Ahmad (2018) they explained that *Engpoly* is one of the effective strategies in teaching writing through this strategy, students are able to produce an acceptable core of words and use an appropriate patterns, using the correct grammatical system (tenses, agreement, patterns and rules), express certain meanings with different language structures, and use cohesive tools in written discourse.

In another study, Millah and Azmi (2018) state that the effectiveness of using monopoly in teaching writing especially in teaching recount text the result of her study which is conducted in Junior High School at eighth grade shows that

the students are easier to understand about recount text and it can improving the student's motivation in learning recoun text. In this case , she decided that using *Engpoly* in teaching recount text is effective because students are more enthusiastic in learning and remembering all the topics.

The effectiveness of using *Engpoly* as a learning medium is also explained by Erlina and Rachmajanti (2014). This study consists of how to develope monopoly game as the media in teaching speaking. Before applying this media, they try to do survey, based on their survey, it was revealed that the teacher rarely used medium in teaching English. In this case, the studyers develope *Engpoly* to be interesting and helpful medium to motivate the students to speak English.

According to Daniela, Dwi, and Djoko (2014), applying *Engpoly* as media to teach written vocabulary and to explain the effectiveness of teaching English by using monopoly in seventh grade of junior high school. The result of the study showed that using *Engpoly* was effective to teach English for students in seventh grade of junior high school. Those were supported through the results of the pre-test and post-test. The aim of this research was to modify *Engpoly* game to teach vocabulary for junior high school.

In both of two studies before, *Engpoly* is used to teach English in writing skills, while another one use *Engpoly* as medium in teaching written vocabulary. Then the other one uses *Engpoly* in teaching speaking especially for tenth grade in SMK. Therefore, this study focuses on the grammar ability of eight grade students in learning *simple present tense* by using *Engpoly*. This study also



compared the relevant media that is Power Point presentation with *Engpoly*. This study emphasized by the division of several small groups in the class that supported the operation of this two treatment more easily.