

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about review of related theoretical or literature. It includes English grammar, teaching grammar, problem in teaching grammar, Technology-Enhanced Language Learning, Mobile-Assisted Language Learning, English Grammar Application.

2.1. English Grammar.

Different scholars and different linguists described grammar in their own ways, especially English grammar. One amongst definition of grammar is in Oxford Dictionary of English Grammar is, the entire system of a language, including its morphology, syntax, phonology and semantics (Douglas & Harper, 2010). There are many definitions that are frequently employed in grammar including the structural rules of a language but exclude its vocabulary, semantics and phonology.

Whether definitions of language grammar outline the organizational and structural aspects or whether it also insures semantically the functions of a language be determined by strongly from the actual view of experts on language. In studying a language, the word grammar is employed within the sense of a book that comprises rules of language. In other words, it will be used as an entity's application of language rules. A famous dictionary of The Longman Dictionary of up to date English delineates the word grammar because the rules of language by which words changed their formation so combined into sentences.

The overall conception about grammar could be a set of constructive rules that produces combining words into sentence form. McGregor, William B. (2015) mentioned under the sun on earth, there exist no language that's without Grammar and he also expounds the importance of grammar by saying that without the suitable knowledge of grammar of a language, countless the language words become impractical because these cannot be put into comprehensive and meaningful orders without grammar. In a language, grammar provides a collection of rules for the structure of the language. The scholars don't just like the teaching of grammar and wherever the term 'grammar' is used; they feel annoy due to their disliking for it.

The above mention concepts become established in learners' minds that grammar of any language are a few things sort of a tedious and boring thing. The essential motive for his or her disliking is extremely vibrant that grammar of a language is such a theme that rarely taught in an exciting way within the school rooms and teachers make no efforts to fan the flames of the dormant faculties of student to try and do something creative that's related to grammar. Both styles of grammar are concerned with rules—but in numerous ways. Specialists in descriptive grammar (called linguists) study the principles or patterns that underlie our use of words, phrases, clauses, and sentences. On the opposite hand, prescriptive grammarians (such as most editors and teachers) lay out rules about what they believe to be the “correct” or “incorrect” use of language

"Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone—not only teachers of English, but teachers of anything, for all

teaching is ultimately a matter of getting to grips with meaning." (David Crystal, "In Word and Deed." TES Teacher, April 30, 2004).

It is necessary to know grammar, better for writing grammatically than not, but it is well to remember that grammar is common speech formulated. Its usage is the only test. (William, 2015).

2.2. Teaching English Grammar.

In this chapter we try to find out how approaches and methods have influenced the teaching and learning of grammar, which in turn sheds light on the legacy of today's English language teaching (ELT), i.e. why do we teach as we do? In addition, attempt to find out where the ideas behind the approaches and methods came from and look at the criticisms they met. Finally, we draw parallels with respect to the Norwegian school subject. A couple of words need clarification before we can set out on our path of exploration, namely "approaches" and "methods". Ashtadhyayi (2017) offer us the following definition based on Anthony (1963):

... approach is the level at which assumptions and beliefs about language [i.e. linguistics] and language learning [i.e. psychology] are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented ...

Various theories of language and language learning may be linked together to form different approaches. A relevant example is Audiolingual, which is based on structuralism and behaviorism, its linguistic theory and learning theory, respectively. As we saw, Anthony views method as the practice of an approach; Ashtadhyayi (2017) however, prefer to refer to the relationship of method to approach as theoretical, and the realization of method as "procedure":

“... [procedure] focuses on the way a method handles the presentation, practice, and feedback phases of teaching.” For our purpose, this fine distinction is superfluous, and thus the term method encapsulate the realizations of an approach, whether theoretical as in a syllabus or practical as in the classroom.

A good approach is to familiarize yourself with grammar and its terminology and keep a good resource book handy so you can look up more difficult or unfamiliar concepts when they come up in the classroom or in a lesson plan. Teachers that are really skilled at grammar usually took more than a few years to get there. There is absolutely nothing wrong with telling your students, "I'm not sure how to explain that. I give you a good detailed explanation during our next class" - and do it. Native speakers usually know when something is correct or not but sometimes cannot explain exactly why it is correct, or not.

2.3. Problem In Teaching English Grammar.

Grammar teaching has its own significant place and value in the overall organization of language teaching in the institutions. It is observed that any language cannot be learned appropriately without implicit and explicit awareness of grammar of the same language. The responsibility of a language teacher is not only to teach grammar according to rules and regulations but to include it into the communication process of everyday life and make it accustomed to the learners. The language scholars or linguists can make no argumentative remarks on this point whether grammar teaching occur or not. Definitely, it should be taught to the learners. There raises a question that fulfill the needs of contemporary classrooms is that what is the finest method of grammar teaching in the

institutions? Actually when we teach tenses of a language, we impart grammar of the language in question. Grammar is the study through which words of a language are put together to form accurate sentences. Further Radford (2003) enhances the idea that grammar studies the rules and principles that govern the construction and elucidation of words and sequence of phrases and sentences. Grammar is a logical investigation of language toward systematic proceeding of accurate sentences. It is observed that grammar is usually categorized into syntax and morphology (Murad 2017).

There is prevailing a perception regarding English grammar that grammar is an abstract idea in the human mind and it becomes concrete when a man uses a language. Grammar is something like an abstract idea in the LAD (Language Acquisition Device) that exist in the mind and this abstract idea turns to be concrete in its utilization. Furthermore, this is known as grammatical competency which means implicit perception toward the grammar of a language especially English. The native speakers of the language have inferred understanding of the language. On the other way, they are fully conscious of how to make and describe words, sentences and phrases in their own native language. However, man have no deliberate idea regarding the psychological procedures involved in the understanding and speaking of a language.

Put differently, grammar of a language is a competence model for confident speaker of the language, competency and proficiency of language is reflected in schools, universities and intuitions. According to Radford's (2003) view mentioned in his study if it properly pronounces whether any given sequence

of phrases and words in a language is or is not grammatical, furthermore appropriately describes what explanations the relevant string in the sentence has. Presently, grammar has become a part of meaningful and comprehensive communication and now it is not being considered useless set of isolated rules (Ellis, 2006).

In the history of language, the teaching process of grammar has been a perplexity and the learners have demonstrated diverse beliefs and dogmas toward the teaching of grammar. Many language scholars and linguists intensely proclaimed that teaching of grammar should be the main area in teaching of a language. The linguists have stated their views regarding the importance and significance of grammar in the general organization of language teaching. Other way side, there have been language scholars who think that teaching of a language in isolated of its grammar is a faulty way and the very method should be changed with the anti-grammar method of teaching that proclaims that natural disclosure is an appropriate way to teach grammar. The anti-grammar method is a method of teaching grammar and this movement of anti-grammar method reached to its climax in 1985 when National Council of Teachers (NCT) open a war against grammar teaching in isolation. The National Council of Teachers (NCT) passed a resolution that proscribed the teaching of grammar in isolation and confirmed it harmful for the language learners who are learning a language (Wang, 2010).

The explanations above mentioned argument has initiated a deal of misunderstanding among the language instructors and language instructors do not have the clear picture regarding grammar whether they should teach grammar or

not. The language teachers are in the state of confusion and not in a position to decide finest method of grammar teaching. When they teach grammar in a disorganized manner, the results are also making misunderstanding among students. The attitude of the language learners towards learning of grammar is chaotic. Majority of the students do not like to learn grammar and they have perception that their time and energy is being misused on a worthless issue. While some of the language experts and language teachers' demonstration half done interest in the learning of grammar. They look it as an indispensable evil for which they have no remedial measures.

Tense in English language is a matter of diversity that is the altering of the shape of a verb by addition or not adding a morpheme in the language. It would be endured in mind that "tense" and "time" are not to be viewed as identical in English language. Murard (2017) stated the specific word "tense" is used to denote to a form of verb, not to sequential period of time. In English language, main verbs are used to mention the aspects (simple, continuous or perfect) of an event or action happened in the society. To various linguists, directorially speaking, there are two core tenses in every language: Past and present. Future tense is involved in the present tense. On contrary, a number of experts of language narrate that there are mainly three tenses in English language: Past, present and future.

There are several difficulties as well as hurdles in the way of using English language because of the native or first language intervention and prevailing distinctions in a diverse and different way. The selection of the forms

of verb i.e. simple, continuous, perfect made by English language native speakers depends on other social and cultural factors, not only on a inflexible set of grammar rules and regulations. For second language learners, it appears to be fairly tough and hard to become capable to make the appropriate usage of language for suitable situations. Ilin, Kutlu and Kutluay (2013) stated teaching German grammar through computers concludes that, “In many ways, the computer is the ideal tool to help foreign language students to overcome their grammar deficiencies.

Deductive and inductive methods are used in the teaching of English grammar according to situation for the learning of students. The words inductive and deductive methods refer to the idea that these are quiet related in relation how grammar is attainable, manageable and accessible to the English learners. By using deductive method, the English teachers first introduce the rule to the learners and then apply the rule with some examples. Then teacher assign the activities to the learners to make sentences by using the very rule. Moreover, the clear knowledge and information helps in providing a foundation for skillful drill to amalgamate and to take on internalize the grammar rules. Due to an inductive method, a language instructor can study a grammatical phenomenon within the classroom. The above mentioned method followed by activity and assignment that provide assistance to the learners to make simplifications in the teaching of language and grammar.

2.4. Technology Enhanced Language Learning.

Technology Enhanced learning (TELL) deals with the impact of technology on teaching and learning a far off language (Mofareh, 2015). It provides plenty more flexibility and caters to more learning varieties of the language learners, will be used alongside textbooks for a far more full learning experience, turns the classroom into a student centered environment, and improves motivation and develops better attitudes in students towards learning. The TELL project enabled the scholars to experience new technologies, feel the pleasure of learning and increase their learning opportunities. The TELL project improved student knowledge of computers and other fields, developed their English abilities, expanded their interests, and broadened learning range and possibilities. Most learners were positive about the potential of the web and believe that it can promote and enhance acquisition by blending synchronous and asynchronous communications tools, given appropriate design and proper functioning.

Technology is theoretically neutral, but a TELL activity are reflects a theory of teaching, learning, and foreign acquisition of the designer and/or instructor and reflects a theory of technology as Drillmaster (behaviorist), Tutor (cognitive), Tool (constructivist), Mediator (socio-cultural) a part of an ecology (socio-cognitive) (Scascella, 2002). A TELL activity has goals and objectives like every other acquisition activity It may be integral or peripheral to the lesson or curriculum. It can integrate skills or treat them separately.

It activities requires instructor technological literacy, requires (but may also develop) student technological literacy, requires class access to technology, sometimes requires technical support. During a TELL activity, the trainer is also monitoring, guiding, facilitating, assisting, and evaluating, the scholars is also working individually, in pairs, or in groups , the scholars are clicking, dragging, and scrolling, but also listening, speaking, reading, and writing.

It activities has processes, products, and actions which will be assessed. These should be assessed in an exceedingly way that matches the activity objectives and approach. A TELL activity should be evaluated during and after implementation. It are often altered during implementation supported evaluation to fulfill student needs. It reflects principles of acquisition.

2.5. Mobile Assisted Language Learning.

Mobile-Assisted Language Learning(MALL) is acquisition that's assisted or enhanced through the utilization of a handheld mobile device. MALL may be a subset of both Mobile Learning (m-learning) and computer-assisted learning (CALL) (Belager, 2005). MALL has evolved to support students' learning with the increased use of mobile technologies like mobile phones (cellphones), MP3 and MP4 players, PDAs and devices like the iPhone or iPad. With MALL, students are ready to access acquisition materials and to speak with their teachers and peers at anytime, anywhere.

(Kukulska and Hulme, (2005) stated the subsequent properties of mobile devices: 1) portability such devices are often taken to different places thanks to small size and weight; 2) social interactivity exchanging data and collaboration

with other learners is feasible through mobile devices; 3) context sensitivity: the information on the mobile devices is gathered and responded uniquely to the present location and time; 4) connectivity: mobile devices may be connected to other devices, data collection devices, or a standard network by creating a shared network; 5) individuality activities platform may be customized for individual learner.

Learning service through mobile devices has some advantages, it's its own constraints as small screen, reading difficulty on such a screen, data storage and multimedia limitations, and also the like. Many of the mobile phones don't seem to be designed for educational purposes (Chinnery, 2006). That is, it's difficult for the learners to use them for the task given by the teachers to be allotted. this can be partly because of the initial design of such devices, and partly thanks to non-existence of such developed mobile phones.

However, those devices which are appropriate for specific learning tasks are too expensive for many of the learners to shop for. Thus, teachers should remember of what types of tools learners have, and so set to choose or adapt resources compatible to such tools.

2.6. English Grammar Application.

English Grammar Application is developed by Yulianto Prasetyawan, IAIN Kediri Students and team that go deep into MALL and released it which was supported by KEPHAM. It is made by MIT App Inventor Batch 2 and Android Studio. For making this application, originator had been working with some expert in IT and Grammar in another college. This application not only contain

material in grammar related, but also some question to measure how students understand about grammar in their grade. The material and question was tested in an institution and got conclusion that this application is reliable to use in Grammar Learning for EFL students.

2.7. Previous Study.

In this study, it has a previous related study. The research which the researcher wants to discuss is conducted by Zari and Aso (2014). The purpose of the is to measure the effectiveness of using sitcom animation in teaching English for EFL students. The result showed that the average grade on the sitcom animation was found effective to make students more understand about English material. It concluded by the final exam score.