

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the writer presents reviewing literature related to the research. It includes Grammar ability, Kinds of grammar, English grammatical aspects, Task-Based Language Teaching and Texts. Each item is discussed as follows.

#### **A. Grammar**

##### **1. Grammar Ability**

The languages have their own grammar. People who speak using the same language are able to communicate each other because they know their own grammar system of that language. The speakers or the writer must have knowledge of grammar because they will use it to communicate their language meaningfully.

According to Hammer grammar A group of words that can alter their forms and be joined into sentences. Grammar also teaches how to put several lexical words together to make a decent sentence, allowing people to convey their meanings through phrases, clauses, and sentences. Furthermore, according to Lock, as cited in Eris Isnaini, grammar is a set of rules that specify all of the language's conceivable grammatical structures, which includes two features. They are the order in which words are arranged and the internal structure of words.<sup>10</sup>

From the definition above, we all know that grammar is important in language, no matter how basic a sentence is, grammar is required to express its meaning.. According to Bastone, if we didn't have

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<sup>10</sup> Isnaini, E. (2014). *The Effectiveness of Inquiry Based Teaching to Teach Grammar*. ELTIN Journal, Vol 2.

grammar, we would be severely impaired.<sup>11</sup> Grammar is an integral aspect of the language used by learners in everyday conversation and is taught as such in language classes. We must recognize that we will not be able to speak correctly unless we study grammar.

Furthermore, We will understand the importance of learning grammar. Because incorrect language will cause miscommunication between the writer and the reader, it is determined that the purpose should be clearly stated to the receiver. Celce Murcia and Freeman also stated that Grammar is particularly vital to teach because it influences students' performance in all four abilities - listening, speaking, reading, and writing.<sup>12</sup>

a. Kinds of grammar

Grammar has its own kinds, it is concerned with three kinds of grammar. Those are: Descriptive grammar, Prescriptive grammar and School grammar.

1) Descriptive grammar

Descriptive grammar tries to describe how natural speakers speak. The only authority for what exists in a language is what its native speakers accept and understand as part of their language, according to descriptive grammar. Banden Euson stated descriptively that they are dubious of a strictly rational system of grammar rules and may allow the usage of ad hoc grammar in written conversation.<sup>13</sup> Therefore, a descriptive grammar will define a number of structure rules, with no natural speaker ever producing anything other than a single

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<sup>11</sup> Bastone, R. (1994). *Grammar*. Oxford: Oxford University Press.

<sup>12</sup> Murcia, C., & Freeman, L. (1999). *The Grammar Book*. Boston.

<sup>13</sup> Euson, B. (2020). *C21 Communicating in the 21<sup>st</sup> Century 4<sup>th</sup> Edition*.

form. Demonstratives in English, for example, agree in number with the nouns they modify: *That* and *This* with singular nouns, and *These* and *Those* with plurals.

## 2) Prescriptive grammar

Prescriptive grammar assumes the existence of higher authority than native speakers' usage and judgment. Prescriptive grammar, according to Banden Euson, looks for systematic norms for good grammar usage.<sup>14</sup> They may argue that any words that are neologisms should be excluded from dictionaries. It's possible that new words will stick around, but it's also possible that they won't. Because no native English speakers put articles after nouns, a prescriptive grammar will not include rules to put articles before or after nouns.

## 3) School grammar

A part of the rules that are taught in school are usually fairly simple and are classified as descriptive and prescriptive. These will cover things like noun, verb, preposition, and other word categories' definitions. The guidelines can sometimes be found in textbooks and other materials used in schools ranging from elementary to university level.

### b. English grammatical aspects

According Lyons in Alfiyani, Grammatical has three categories type.<sup>15</sup> Those are; The primary categories, The secondary categories, Functional categories.

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<sup>14</sup> Euson, B. (2020). *C21 Communicating in the 21<sup>st</sup> Century 4<sup>th</sup> Edition*.

<sup>15</sup> Aryani.(2013). *An Analysis of Grammatical Errors in Writing Among The Second Semester Students of English Department of Yogyakarta State University in The Academic Year of 2011/2012*. A Thesis of English Language Education Faculty of Languages and Arts Yogyakarta State University.

## 1) The primary categories (word classes)

Part of speech is called word classes. Because all words are in it and it is used according to the part they play in a sentence. The main word classes in English are :

### a) Nouns

Nouns are words that indicate an object or creature and also used for the name of person, place or thing that is objected. The classification of noun are :

#### (1). Common noun

Common noun is noun that indicate types, class of the things, place and so on. Common noun is subdivided into count noun and un-count noun (book-water).

*e.g., city, dog, pen, sadness, month*

#### (2) Proper nouns

Proper nouns are name person, place, and others that are specifically only owned by it. Proper nouns always start using a capital letter

*e.g., Clarissa, New York, June, Bridge.*

#### (3) Concrete noun

Concrete noun is a noun that refers to people and to things that exist physically can be touched, smelled, heard, seen or tasted. There are count and un-count noun (orange-water).

*e.g., tea, tree, cat, Suramadu Bridge, rain, beach.*

## (4) Abstract noun

Abstract noun is a noun that refers to qualities, conditions and ideas. The things can not be touched, smelled, heard, seen or tasted because they do not have physical reality.

*e.g., happiness, honesty, theft, sweetness.*

## (5) Collective noun

Collective noun is a noun that refers to groups or combinations. The words are always singular because it represents an object overall.

*e.g., a government, a team, a bundle.*

## (6) Compound noun

A compound noun is one that consists of more than one word. Separate words, two words connected by a hyphen, or a composite word could be used.

*e.g., sister in law, headmaster, social distancing.*

## b) Verb

Verb is a word that shows the name of the action performed by the subject, but may also indicate a situation. There are three types of verbs in English:

## (1) Ordinary verb

Ordinary verb can be called an action verb, full verb, principal verb or independent verb. Ordinary verb is a word that expresses an action or behavior which is written; it can stand alone and has given full meaning. So, it does not need help from other verbs.

*e.g., She **wears** a bright red dress and long black stockings.*

## (2) Linking verb

Linking verb is a verb that function to connect the subject and its complement (verb that do not carry out activity). The common types of linking verbs are *be* ( *is, am, are, was, were, been*), *appears, become, feel, grow, look, remain, seem, sound, stay, taste, smell, turn*.

*e.g., The lady **looked** angry* (The word follows “look” is an adjective that function tells the subject “The lady”).

## (3) Auxiliary verb

Auxiliary verb is a verb that helps the main verb together to form a perfect sentence. The common auxiliary verb are *do, does, did, have, has, had, to be (is, am, are, was, were), can, may, must, shall, will, could, might, should, would*.

*e.g., **Is** he doing his homework?*

## c) Adjective

Adjective is a word which is used to explain noun or pronoun. It gives the reader extra information about a noun.

*e.g., I had an **amusing** experience last year.*

There are several types of adjective:

## (1) Proper adjective

It is form a proper noun

*e.g., Herculean Strength, Italian bread,*

## (2) Compound adjective

It is a word composed of two or more words. Sometimes these words are hyphenated.

*e.g., black-and-blue mark, landmark decision*

d) Adverbs

A word that modifies a verb, an adjective, or another adverb is called an adverb. The traditional approach to adverbs has been to allocate mostly those words that are formed from adjectives by adding the ending-ly (beautifully, rapidly, slowly), as well as a few additional difficult-to-classify words such as not, just, and soon. Their primary purpose is to qualify the verb's action in the clause, but they can also be used to provide additional information to an adjective or other adverb.

*e.g., The **very** small boy threw the ball* (very is modifier of an adjective small).

e) Pronouns

Pronouns are words that are used to replace things or something that are suspended. There are several types of pronouns:

- (1) Personal pronoun
- (2) Reflexive pronoun
- (3) Interrogative pronoun
- (4) Demonstrative pronoun
- (5) Indefinite pronoun

f) Preposition

g) Conjunction

h) Determiners

## 2) Secondary categories

### a) Number

According to Galasso in Alfiyani, the number is a functional element that signifies the distinction between the grammatical single and plural forms. The concept of countability is most likely universal in the sense that it is readily available to all humans and is reflected in the lexical structure of all languages. However, not all languages have a grammatical category for numbers, and those that don't don't always regard countability in the same way.

e.g., The chair, The bags, deer>deer, tooth>teeth, man>men

### b) Tense

Tense is a form of verb whose change depends on the time and event. Based on the time of event, tense can be divided into 3 namely:

(1) Present tense

(2) Past tense

(3) Future tense

While based on event, tense can be divided into 4 namely:

(1) Indefinite

(2) Continuous (imperfect)

(3) Perfect

(4) Perfect continuous



## B. Task-Based Language Teaching

### 1. Definition of TBLT

The task-based instruction model is one of the language teaching approaches focused on communicative activities, and it comprises of tasks that learners attempt to complete in a classroom setting with the highest level of mutual contact. TBLT and Communicative Language Teaching share numerous principles. Communication is at the heart of task-based language teaching, just as it is in CLT. Communication activities are utilized as part of the lesson in CLT, whereas tasks are used as part of the lesson in TBLT. These activities should be tied to events that occur in all students' daily lives in order to focus their attention on the lesson and assignment. Pedagogical tasks and target tasks are the two types of tasks utilized in the classroom. Pedagogical tasks are classroom activities in which students execute communicative tasks that are limited to the classroom setting. They necessitate student's engagement and the use of linguistic skills, but the ultimate goal is to complete the assignment.<sup>16</sup> Nunan described that "A pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to understand, manipulate, produce, or interact in the target language".<sup>17</sup> Instead of studying grammatical rules and patterns, the students struggle to communicate with their classmates in order to complete the assignment. Students are asked to create a product that will be reviewed by their classmates at the conclusion of the exercise.

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<sup>16</sup> Yilidz,M., Sanel,M. (2017). *Teaching grammar through TBLT to young EFL learners*. The Reading Matrix : An International Online Journal

<sup>17</sup> Nunan, (2004). *Task Based Language Teaching*. Cambridge: Cambridge University Press.

Based on Spratt Task Based Language Teaching is a communicative approach which focusses on the flow of discussion-assignment-presentation – focus on language form. The purpose of learning is students can complete an assignment to produce an “outcome”.<sup>18</sup> One of the frameworks in the Task Based Language Teaching approach was developed by Willis. The framework consists of the Pre-task, Task Cycle, and Language Focus stages.<sup>19</sup>

Table 2.1: Component of the Task-Based Language Teaching (adopted by Willis, 1996)

<b>Pre-Task</b> Introduction to topic and task
<b>Task-Cycle</b> Task Planning Report
<b>Language Focus</b> Analysis Practice

1. **Pre-Task:** Tell the topic and assignment to the class by mentioning apperception related with the topic.
2. **Task-Cycle:** allows students to get a chance using whatever language that they already know to complete their assignment with the help of the teacher, and also students will enhance their language skill while drafting their task report. There are three components of a task cycle:

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<sup>18</sup> Spratt. (2005). *The Teaching Knowledge Test (TKT)*. New York: Cambridge University Press.

<sup>19</sup> Willis, Jane. 1996. *A Framework for Task-Based Learning*. Harlow: Longman.

- a. **Task:** Learners complete the task in whatever language they know, working simultaneously, in pairs, or in small groups.
  - b. **Planning:** It comes after the job and before the report, and it is the most important part of the cycle. The teacher's job is that of a linguistic consultant. Learners organize their reports and make the most of their opportunities to learn.
  - c. **Report:** This is the default state of the task cycle. Students report their findings to the rest of the class at this point. As a result, students are naturally motivated to update and improve their language skills during the report stage. Speaking efficiently and correctly in the appropriate language for the context is a major linguistic challenge.
- 3. Language Focus:** Allows for a more in-depth investigation of some of the unique characteristics that naturally develop in job-cycle terminology. Learners examine the linguistic forms of the text and pay particular attention to the use and meaning of lexical components that they have identified. The language focus is divided into two segments:
- a. **Analysis:** Analysis tasks concentrate on the surface forms, detecting meanings gained earlier in the task cycle and supporting learners in systematizing and widening their understanding. Students reflect on what they have already

studied rather than the teacher introducing language to them as a new analytical project.

- b. Practice: practice activities based on linguistic features that have already been studied in analysis activities or features that have already appeared in earlier texts and transcripts.

## 2. Types of Task in Task-Based Language Teaching

There are several types of Task-Based Language Teaching that can be used in the classroom to apply TBL. Each type of work, according to Willis should be completed by the students in the class.<sup>20</sup>

### a. Listing

A listing is separated into two activities: brainstorming and fact-finding. Brainstorming involves students writing down their ideas as they come to them, while fact-finding involves them writing down facts they encounter in their environment. In this phase, students are supposed to make a list and develop a mental map.

### b. Ordering and Sorting

Sequencing, rating, categorizing and classifying are the four tasks involved in this activity. Students should be able to order and categorize material based on predetermined criteria.

### c. Comparing

The comparative type has three tasks: matching, identifying similarities and detecting differences. The students must be able to do tasks such as matching, or assembling items, as well as identifying similarities or differences.

### d. Problem Solving

Analyzing real situations, analyzing hypothetical scenarios, reasoning, and making decisions are all part of problem solving. In

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<sup>20</sup> Willis, Jane. 1996. *A Framework for Task-Based Learning*. Harlow: Longman.

this type, students are expected to come up with a solution to an issue that may then be assessed.

e. Sharing Personal Experience

Narrating, describing, exploring, and expressing attitude, opinions, and reactions are all covered under this category. It is appropriate for boosting social value of students. The students will thereafter look after one another.

f. Creative Tasks

This task is the last tasks. It includes activities such as brainstorming, fact gathering, arranging and sorting, comparing and problem solving. The students are expected to create a final product that would appeal to a broad audience.

### C. Critical Thinking

#### 1. Definition of Critical Thinking

There are various theories on critical thinking that have been mentioned. Critical thinking is cognitive process that involves the use of the mind.<sup>21</sup> It was claimed also that critical thinking entails using mental process such as attention, classification, selection and judgement to think critically and evaluatively. According to Sarigoz critical thinking is an individual's ability to use reasoning, analyzing, problem solving, reading comprehension, scientific thinking, creative thinking, judgement, and accurate decision-making skills.<sup>22</sup> In addition, Fell & Lukianova define critical thinking as self-directed, self disciplined reasoning that aims for the maximum degree of quality in a fair manner.<sup>23</sup> Critical thinking, on the other hand, is a sophisticated

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<sup>21</sup> Cotrell, S. (2005). *Critical Thinking Skill: Developing Effective Analysis and Arguments*. New York: British Library.

<sup>22</sup> Sarigoz, Okan. (2012). *Assessment of The High School's Critical Thinking Skill*.

<sup>23</sup> Fell, E.V. & Lukianova, N.A. (2015). *British University: International Student's Alleged Lack of Critical Thinking*. *Procedia social and Behavior science*.

and active interpretation and appraisal of observations and communications, as well as knowledge and reasoning..<sup>24</sup>

From the definitions above, it can be concluded that critical thinking is the ability to think critically. Students must always think and evaluate more deeply when practicing critical thinking. Typically, the more critics someone believes he or she has, the better his or her logical communication, interpretation, knowledge, and reasoning skills are. Furthermore, the ability to think sensibly, intelligently, clearly, and reasonably is defined as critical thinking. Thus, critical thinkers are referred to as imaginative, thoughtful and critical individuals.

Therefore, some feel that a critical thinker can summarize what he knows and answer what is being questioned, as well as know how to handle difficulties with various sorts of information and how to find reliable sources of information to inform him A critical thinker, on the other hand, does not just accept all arguments and conclusions without questioning them.

## 2. The Characteristic of Critical Thinking

Learning core subject matter is not enough for students to succeed in a constantly changing environment; instead, core skills subjects taught within a 21<sup>st</sup> century skill set are the key to student success. Teachers must teach critical thinking while students take responsibility for their own learning in order to develop critical thinking skills. Students also must able to seek, analyze, and evaluate new knowledge while also organizing and planning what they will do with it.<sup>25</sup>

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<sup>24</sup> Kolour, D.M. (2015). *The Impact of teaching critical thinking Tasks on Coherence in Argumentative Essay Writing Among EFL Learners*.

<sup>25</sup> Coughlin, E. (2010). High School at a crossroad. *Educational Leadership*, 67(7),48.

To begin thinking critically, students first have to understand the characteristics of critical thinking. According Dewey in Sarigoz, presents critical thinking in six steps.<sup>26</sup> To begin with, Dewey describes critical thinking as an active thinking process that we should utilize to counteract passive thoughts received from others. Second, he describes it as carefully examining anything like a speech or an argument. Third, by understanding the reasons for and evidence for our beliefs, as well as the situations in which they are held, we can make informed decisions about the alternatives and their consequences. Fourth, the result is continually evaluated and proofed. Fifth, critical thinking is a reflexive method of thinking that is open to change and self-improvement. Dewey describes critical thinking as disciplined thinking in his sixth point.

It can be concluded from the features of critical thinking above that someone who possesses critical thinking will not readily accept what they hear from others rather than questioning and demanding verification of what they have heard. Besides, he explains that people with critical thinking are more engaged, accepting things based on evidence, assessing what they hear, and constantly speaking by proving fact and being accountable for what they say.

### 3. The benefit of Critical Thinking

How the way students think is differently than their peers. This is often called a difference in perception or point of view. Daily practice is the best technique to improve a student's capacity to remember or solve a problem. Students will be better able to solve problems and make judgements if they use critical thinking. The process of critical thinking occurs when information is transformed

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<sup>26</sup> <sup>26</sup> Sarigoz, Okan. (2012). *Assessment of The High School's Critical Thinking Skill*.

into a decision or a conclusion. This is not easy task, so students must practice and become accustomed to it on an daily basis. Critical thinking can aid in the development of thinking abilities. It is intended that these abilities, as well as the ability to think critically and logically can help students do better in the classroom. If the students first merely listen and accept what the teacher says, now is the moment for them to ponder and question the teacher's or material's reasoning.

On the other hand, critical thinking can assist students in being more precise and specific about what is significant and what is not.<sup>27</sup> However, Good critical thinking skills, on the other hand, provide numerous benefits for students, including improved attention and observation, more focused answering of the question, improved students ability to identify key points in a text or other message rather than becoming distracted by less important materials, improved students ability to respond to the appropriate points in a text, and knowledge of how to get one's own point across more easily. To conclude it, people who think critically are more likely to be attentive when reading, Furthermore, they are frequently more developed in detecting the heart of points and can answer with appropriate phrases in specific situations.

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<sup>27</sup> Cotrell, S. (2005). *Critical Thinking Skill: Developing Effective Analysis and Arguments*. New York: British Library.