

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter provides some related literatures for this study. It will discuss grammar, the concept of pronoun, personal pronoun, techniques in teaching grammar on personal pronoun, Duolingo, using Duolingo in teaching grammar on personal pronoun, the advantage of teaching using Duolingo, previous study.

#### **2.1 Grammar**

Grammar is the rule to make good sentences. When someone make a sentence, they are needing grammar to apply them. Harmer (2001:12) stated that the grammar is the description of the way which words can change their forms and can be combined into sentences in that language. It is mean that grammar is one of the most important language area for student should be mastered ggrammar. Harmer also add that the fact for people realize how the simple sentence is also have structured (2001:12). In grammar students learn many kinds of grammar or structured to make a good sentences or paragraph such as adverb, tenses, preposition, conjunction, verb, adjective, noun, pronouns etc.

#### **2.2 The Concept of Pronoun**

Azar (1999:132) stated that a pronoun is used in a place of a noun as a singular pronoun is used to refer to a singular noun and a plural pronoun is used refer to plural noun. People who want make some sentences they need subject and object as the content to make a sentence correctly. Dykes (2007:35) also add that The word of 'pronoun' was took from the Latin language pronomen meaning for a noun which to make a clear whom or what people talk, while avoiding confuse or queer repetition in spoken or written.

Based on the reason above, it is important for study about pronoun. The students can be understood to make a coherence paragraph or a good sentence. Students also understand the term of noun with and recognize the content and proper noun.

Horner & Susan (1962:46) state that the classes of pronouns are the followings items:

- a. Arranged according to their structure as:
  - ) Simple (I, he, you, who, etc.)
  - ) Compound ( my, self, yourself, yourselves, himself, themselves, whoever, whose-ever, anything, somebody), and
  - ) Phrasal (each, other, one another)
- b. Arranged as to use, pronouns are:
  - ) Personal pronoun
  - ) Relative pronoun
  - ) Interrogative pronoun
  - ) Demonstrative pronoun
  - ) Distributive pronoun
  - ) Possessive pronoun

In this study, the researcher only focuses on the use of personal pronoun for student's mastery by using Duolingo game.

### **2.2.1 Personal Pronoun**

According from Horner & Susan (1962:46) A personal pronoun is distinguishing as the speaker, the person or thing spoken to, and the person or thing spoken of ( that is, the person or thing not speaking or spoken to). It means, these are called first, second, and third person in succession. Personal pronouns have two forms they are: personal pronoun as a subject and personal pronoun as object. Personal pronouns as subject are: I, you, we, they, she, he, and it. personal pronouns as object are: me, you, our, them, her, his, and it. Then pronoun as possessive pronouns are: Mine, Yours, Hers, His, Its, Yours, Ours, Theirs. Next, personal pronoun as possessive adjective are: My, Your, Her, His, It, Our, Their,

Study about personal pronoun is commonly used today. Personal pronoun is used in many part of sentence or paragraph because needs subject and object as complement of sentence. Azar (1999:132) state that English has seven personal pronouns, they are:

- ) First person singular (I, Me, Mine, My)
- ) First person plural (We, Us, Our, Ours)
- ) Second person singular and plural (You, Your, Yours)
- ) Third person singular human or animate female (she, Her, Hers)
- ) Third person singular human or animate male (He, Him, His)
- ) Third person singular inanimate (It, Its)
- ) Third person plural (They, Them, Their, Theirs)

From the reason above that the form of personal pronoun related of the function in personal pronoun itself. The subject and object of personal pronoun in the following table below:

TABLE 2.1 FORM OF PERSONAL PRONOUN

	<b>Subject Pronoun</b>	<b>Object Pronoun</b>	<b>Possessive pronoun</b>	<b>Possessive Adjective</b>
<b>SINGULAR</b>	I	Me	Mine	My
	You	You	Yours	Your
	She	Her	Hers	Her
	He	Him	His	His
	It	It	Its	Its
<b>PLURAL</b>	We	Us	Ours	Our
	You	You	Yours	Your
	They	Them	Theirs	Their

*(Adapted from Azar (1999:32))*

Based on the table above. The researcher can be explained that definition and useful from the personal pronoun. Its having position as subject and object such as: I -- Me. We--Us, He--Him, She--Her, They--Them, It--It". It means that, the word "I" and "We" are the first person of pronoun. I was called the first person singular form, which one "we" is called the first person of plural form.

“You” is the second person of pronoun. Then two persons, person or things called the third-person plural form: they are “he, she, and it. Next, “They” is called the third person plural forms. Then personal pronoun as possessive pronoun and possessive adjective such as: Mine -- My, Your -- Yours, His, Her -- Hers, Our -- Ours, Their -- Theirs. It means that there is the differences between them which possessive pronoun need noun be corrected word in the sentence, but possessive adjective didn’t need noun, it can stand alone as example: This is **my book** (po. Pronoun). The book is **mine** (po. Adjective)

Example:

Incorrect : **Lina** is my teacher. **Lina** is in the teacher office

Correct : **Lina** is my teacher. **She** is in the teacher office

Incorrect : Doni play football. Doni play football in the yard

Correct : Doni play football. He plays football in the yard

Incorrect : Doni and lina plays volley ball. Them plays volley ball every afternoon

Correct : They plays volley ball every afternoon

### 2.2.2 Techniques in Teaching Grammar on Personal Pronoun

Teaching techniques is important in teaching learning process not only determined by teacher and students’ competence but also with in appropriate technique. We have to learn grammar whenever we come into contact with a new language and try to use it. However, studying language causes some problems, because many students consider learning grammar is a boring activity and difficulty. Thorbury state that Learners get the error from study grammar should be offered the teacher a rich source the data with monitor student when study in the class, and the students need feedback on their production (1999:119). Meaningful that when a teacher gets the student problems in the class. Teacher should have been planned a greet method for teaching to improve students ability from their errors in their lesson. It same about the way for teaching grammar too. Teacher should keep looking to way learning grammar be easier and more

pleasant. Thornbury also add that the technique in teaching grammar is very important although even if one has doubt about testing grammar in a proficiency test (1999:128. It means teaching techniques are very helpful for teacher. It is the teachers' task to use appropriate technique of teaching grammar, it does not mean that if the teacher uses a certain technique.

From explanation above, it means that techniques in teaching learning is very importance and the teacher should use a appropriate technique to teach grammar on personal pronoun, in order to motivate and help the students in learning process. Thornbury also said that testing and teaching can be used with the other greet ways like using computer-based test that help teacher and students get more information and knowledge (1999:73).

### **2.2.3 Media in Teaching Grammar on Personal Pronoun**

According to Harmer (2001:176) Media used by teachers to conduct teaching learning activities and support students in reaching instructional objectives. Teaching using media is helping student to more enjoyable in learning . Duolingo is apropiated media in teaching to make student interesting and enthusiastic to learn grammar on personal pronoun. Rico (2016:60) Stated that teaching by using technology to study language area or grammar can make students effective in his pedagogil practice. Duolingo is one application for education to learn the other language, one of the is learning English. Munday (2016:84) add that Duolingo can be accessed through on computer, cellphone and tablet with the goal to teach vocabulary, grammar, pronunciation, speaking etc. So, the researcher uses Duolingo to increase students about Grammar on personal pronoun. The students is getting easy to play Duolingo wherever they want because Duolingo is online application which accessed on Electronic tools like computer, Cellphone, Android, Smartphone. The users or student can play and learns, they enjoyable to study by using Duolingo application.

### **2.3 Duolingo**

Duolingo is unique application that design only for students who want to study the other language with the media to access like gadget or self which have the future as like android, smartphone application etc. According to Munday (2016: 85):

“Duolingo is a free application created by Luis Von Ahn and Severin Hacker in November 2011 with the slogan is “Free language education of the world.”

From the reason above that students easier to use Duolingo without purchase this application and spend their much money to get this unique game. In this case, most people in the world are using this application to improve their ability in foreign language as well as English, France, etc. Munday also add that the user of Duolingo application has more than 30 million users who want to study the other languages in the world not only for English speaker but also for the non-English speaker (2016: 85). They are can playing this application in anywhere and anytime by using their cellphone, computer, laptop etc. Rico said Duolingo is a Gamification language learning translation program that use by users to progress several stage to study the languages in the world that works for iPhone, iPod Touch, iPad, and Android (2015:46). Electronic tools are the important part of human live that needs for communication, work, study, and use in their daily activities. People in this era are better informer and more enlightened to service the media from electronic tools. However They can also play Duolingo game which have benefits as the media education, it can be used to progress user ability in any language. This online game that students necessary to exercise and improve many language in the world.

According to Rico (2015:46): Duolingo is implementing the skills of language such as speaking, listening, grammar and vocabulary necessary for second language to learn, and all exercise of it always presented in sentences with the benefits, students can select between six languages including English, Spanish, Portuguese, Italian, German, and French for learning etc. From the

definition, the researcher can conclude Duolingo is help students or foreign language to study about the other language. Duolingo is not only study about English language, but the other language in this world such as Spanish, Portuguese, French, German, Italian, Dutch (Netherlands), Irish, Danish, Swedish, Turkish, Esperanto, Norwegian, Ukrainian, Russian, Polish, Welsh, Hebrew, Vietnamese, Hungarian, and etc. Most people are using Duolingo as the media to study about many languages. But, the researcher is only using Duolingo as the media for teaching English language as foreign language to make student comfortable and confident to learn English. This game is very cheap and have many advantage for users.

Cunningham said Duolingo is having advantage and the cost-free game used on Web version application or an iOS, Android, or Windows Phone application (2015:1). It means Duolingo can be accessed through web on a computer, tablet, laptop and Mobile Phone. Meanwhile, students should be prepared some content for play this game. Cunningham also add the player who want play this game should make user account set up an email, Facebook, or Google account to log in (2015:1). Before the learners play the game, the user make a user account. Duolingo accessed by using all of the electronic tools the researcher only using Android application, Laptop, Google and mobile phone as the media to implement Duolingo game in the class. Most of students nowadays are using own their smartphone or Mobile phone.

### **2.3.1 Using Duolingo in Teaching Grammar on Personal Pronoun**

According to Elturki (2011:1) stated that grammar is one of the most difficult aspects of a foreign language to master. In Indonesia, most of English student have difficultie in learning English; they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process. Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand

(2000:7). So, teacher as facilitator in learning process should keep looking to way in learning grammar is easier and more pleasant. English is foreign language, so English learning for Indonesian students is not easy. The teacher is asked to use suitable media to teach effectively because an affective teaching is basic factor for the success learning process that is including in learning grammar on personal pronoun.

There are many kinds of media to teach English, one of them is using game such as Duolingo application. This application could be used to teach grammar on personal pronoun because Duolingo is offering some materials which learned in English lesson. Teacher can ask students to use the application game and memorize the material of personal pronoun in the application. The application has the appropriate material about grammar on personal pronoun that would be taught. In this study, the writer uses one of teaching media to teach Grammar on personal pronoun to make it pleasing and interesting to the students. The media is using Duolingo application. The students feel something new and different from what they usually got in their class. Magnuson said learning using Duolingo can find their own intrinsic to motivation students and personal methods to learn best (2014:3). Duolingo is effective media to master about grammar and to memorize something in English language area. This game is used to learn the concept or material that easy to understand by the student.

Duolingo application as the media education have more stages for students to learn, there were easy, middle until hard level, but the researcher only use easy level to teach seventh grades student in Taruna Jaya I Junior High School of Surabaya. According to Duolingo 2016 software state that the application home screen displays Duolingo's language learning tree. One to tree circle in each row of the tree represent units that must successfully to completed before a user can move to the next row of activities. This study only uses three rows in the basic level. The students should be completing the first row (basic 1, basic 2.), the second row are (phrases, food, Animals), and the last row are (Adjective 1, personal pronoun and possessive, pronoun as object). Each of row is explaining about grammar on personal pronoun (2016). So, the writer only use three rows as a research. Each unit of Duolingo in order to lessons, it made up as facilitate for



student's activities who want to study language in the other language with the advantage of many skills such as a variety of speaking, listening, vocabulary, grammar, translation and multiple-choice challenges. The list of the common activities for lesson in each rows of Duolingo are directly was modified in this game. According to Munday (2016:87) the activities are:

1. Write a vocabulary word after seeing a picture that represents it.
2. Translate a sentence into native language. When words are first presented, the user can hover over the word to see its meaning.
3. Translate a sentence into the language being studied
4. Dictation: write a sentence that we hear
5. Pronouncing a sentence. Through voice recognition software, the app can detect whether your pronunciation is correct.
6. Match pairs of words.
7. Put a series of scrambled words in order
8. Choose from the sentences in the target language to see which ones fit the sentence in the native language.

In this study Duolingo is a part of the application programs to learn the other language in the world. Munday (2016:83) add that there some ways to access Duolingo. The steps learning language using Duolingo are:

1. Take computer, cellphone or laptop
2. Switch on your data application or WIFI
3. Download Duolingo application by using Android, iOS, Windows iphone
4. Accessing by using account, E-mail, user name and password
5. Play it.
6. User can choose easy, middle and hard level.

This application is very appropriate as the media to teach grammar on personal pronoun. Duolingo have the good types of activities in each level which makes student enjoyable and enthusiastic to study using Duolingo, if the student was completed one circle or more they get awards. Dornyei state that offering rewards for students are amazingly and useful for them, because it is positive

thing to give a reward for students praise worthily efforts and accomplishment (2001:127).

### **2.3.2 The Advantage of Teaching Using Duolingo**

Game application is one of the pleasant activities that make people around the world are happiness game is also used in the educational which is a media for supporting the goal of teaching learning process because game can make students comfortable and interesting for learn. Che--san state game can use for children learn and develop cognitively and socially (2016: 19).

Based on quotation above that using game is one way to make students enthusiastic and can develop their knowledge to understand about the material which is given by the teacher during teaching learning process. Because of that the researcher uses Duolingo game. This game application has the target for learner to improve their ability in language. Cunningham state that the target that user get from Duolingo are refresh the basic skills of language, and users take advantage of the social motivation and maybe get more benefit from use of the app (2015:7). In Duolingo students not only got the motivation and knowledge, but student can use Duolingo in many time and wherever. It is in line with according to Grego (2012:6) Duolingo has obvious advantages for users who want study the other language learning software packages with allows extracting the exact time to use and study by date and time with different activities like time used for lessons, time used for translation, and time for other activity.

From the quotation above the researcher can conclude that Duolingo have advantage for students who want to lesson English language. Students can prove their communicative skill and give a chance to use a target language directly. Although Duolingo have many content and have different activities in used for study, teacher use this game in teaching the activities project are:

1. Student can use Duolingo during the classroom

In the classroom teacher can use Duolingo as the process for teaching and learning media. Teacher can manage the students for doing the exercise with individual or group. This game helps students to learn stand alone and has more critical thinking to get a new problem and

overcome these. Magnuson stated that the project in the classroom for Duolingo that teacher can know from the times when the student finished their work early, evaluated student skills naturally (2014:6).

## 2. Student use Duolingo as home work

Whether or not, there was time to work in the class are short time to learn English in the class. So, the teacher can help student to manage their time in their house with give homework. In this case, Duolingo is effective as student homework activities by finishing the level on the game. Then the important way teacher can be controlling them on the Duolingo Group class. Teacher will know which one the students finished the level or yet, and be a facilitator .

## 2.4 Previous Study

The previous researches that used by the researcher are:

A research by Pilar Munday (2016) *“The Case For Using Duolingo As Part Of The Language Classroom Experience”*. He used real thing to teach the second language in classroom to make students more interesting for study English. The objectives of this study are, finds out the effectiveness of using Duolingo as part of the language classroom experience. The writer described how Duolingo operates, what kinds of activities can be done and how learning is achieved when teaching using Duolingo. This study had the sample of Spanish students which the aims to see whether Duolingo can be used efficiently as part of a language class, with have the idea for students can practice anywhere and anytime, with a manner based on their levels and needs, so as to ideally complement and augment what is covered in class. her research is different with this research cause the researcher only focus on the use of Duolingo game only to improve student grammar on pronoun in English language, but Munday that's explains the common of use the game for effectiveness classroom and how the implementation the game of Spanish language with use qualitative research.

The second research by Paul Magnuson (2014) *“Teaching with Duolingo”* the writer tries to explain her experience when teaching at an international

boarding school in Switzerland. The object of the writer research in senior high school with 330 students spans eight to twelfth grade and 40 native language with most students speak two or more languages and most students are non-native English speaker. She explains more how the way that the implementation of Duolingo game in her classes in two major projects. The first Introduce Duolingo class is called Linguistic and Languages were asked to take part in two major activities. The second major product is the creation of a book called "Language Awareness. The objective of the research is for the students to learn to be self-directed learner. The writer conclude that Duolingo can be favorite tool, made the teacher teach enthusiasm or be another suitable online platform, and the favorite tool of students who started became stronger self-regulate learners. This study is different with Paul research because the writer only focuses will use Duolingo for increase student grammar ability on personal pronoun of English lesson.

The other research by Netri Yus Indah (2011) "*The students ability in using personal pronoun as subject and object in simple sentence at students' ability in using personal pronoun as subject and object in simple sentence at students' ability in using personal pronoun as subject and object in simple sentence at second year students of Muallimin Muhammadiyah Islamic Junior High School Bangkinang Kampar Regency*" the objectives of this research are to find out the students ability in using personal pronouns and to know the factors that influence students ability in using personal pronoun. Netri took 30 students as sample with used descriptive qualitative technique. Accordance of the writer the student ability in using personal pronouns as subject and object is categorized into fair level 48,73. This study is different with Netri researchs because it is will use quantitative research by two classes are experimental and control group.