

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some important points as review of literature which explains grammar, conditional sentence, teaching English, teaching using song, grammar assesment, previous research, and hypotheses.

1.1. Definition of Grammar

Grammar has many definitions because it is the number one of linguistic that is managed to define it. However, those definition convey the same idea essentially. Cook and Suter (1980: 1) state:

“Grammar is a set of rules by which people speak or write. These rules are not always understood conscously, because the people probably did not know what the rules of English grammar. The reason is that the rules we refer to are those that hardly anyone ever thinks about but which allow people to use their language easily and naturally most of the time.”

The statement above indicates that grammar is a set of rules derived from a language, all most the native speakers seldom care about the rules. These enable them to communicate each other without making misunderstanding and misinterpretation. When they express their thought and feeling by writing or speaking in their communication, they do not realize that it has pattern.

Meanwhile, grammar is usually considered one of the component language which students should acquire in the education, especially in learning and teaching foreign language. Mastering language component is one of the way support the mastery of foreign language’s skill as foreign language learners. This is indicate by Veit’s statement (1986:26) that grammar is what enables people to

understand every word when they are reading, as well as they speak or write their own words or sentence.

This mean that, even we are be able to communicate in foreign language well but we should know the grammar of our language. Knowing grammar means understanding what the native speaker means correctly. In addition, the rules of grammar becomes more important. On the other hand, we speak or write, we have to produce utterances correctly. So that, we can get the intended response

According to those definitions and explanations above, the researcher makes conclusion that grammar is a set of rules derived from a language that people enable to understand what they speak or write in constructing sentences or expressions when they communicate.

1.2. Conditional Sentences

A conditional sentences are clauses introduced with *if*. Conditional clause consists of two parts: the if-clause (hypotheses) and the main clause (result). When the if-clause comes before main clause, the two clauses are separated with a comma, but when the main clause comes before if-clause, then no comma is necessary (Jenny Dooley: 1999:98).

The main types of conditional are: type 0, type 1, type 2, and type 3. Except type 0 is not explained in this research. Each type contains a different pair of tenses. With each type, certain variations are possible but students who are atudying the conditional for the first time should ignore these and concentrate on the basic forms. The types of conditional sentences are as follow:

1.2.1. Conditional Type I (Real Present)

Conditional sentence type 1 is used to express imaginary situations in the present or future.

a) Basic Pattern

Type	If-Clause (hypotheses)	Main Clause (result)
Type 1	IF + present simple, present continuous, present perfect, or present perfect continuous	Simple future/can/may/might/must/should /could + bare infinitive

Example :

The cat will scratch you if you pull her tail

If I have enough apples, I will bake an apple pie this afternoon

b) Possible variation of the basic form

Variation of the main clause

Instead of if + present + future, we may have:

- If + present + may or might (possibility)

Example:

If the fog gets thicker, the plane may/might be diverted

- If + present + may or can (permission)

Example:

If your documents are in order, you may/can leave at once

- If + present + must or should

Example:

If you want to lose weight, you must/should eat less bread

c) The writing

When if-clause is written in the front, we use a comma at the end of the clause. When the main clause is written at the back, we do not use a comma at the end of the clause. Look at the same example and pay attention to the comma in the first sentence.

Example:

If you study hard, you will get success

You will get success if you study hard

1.2.2. Conditional Type II (present unreal)

Conditional sentence type 2 is used to express imaginary situations which are contrary to facts in the present and, therefore, are unlikely to happen in the present or future.

a) Basic Pattern

Type	If-Clause (hypotheses)	Main Clause (result)
Type 2	IF + past simple or past continuous	Would/could/might + bare infinitive

Example:

If I had a map I would lend to you

(but I don't have a map. The meaning here is present)

If someone tried to blackmail me, I would tell the police

(but I don't expect that anyone will try to blackmail me. The meaning here is future)

b) Possible variation of the basic form

1. Variation of main clause

- Might or Could may be used instead of Would

Example:

If you tried again, you would be succeed. (certain result)

If you tried again, you might be succeed. (possible result)

If I knew her number, I could ring her up. (ability)

If he had a permit, he could get a job. (ability or permission)

2. Variation of if-clause

Instead of if + simple past we can have:

- If + past continuous

Example:

If my car was working, I would drive you to station

- If + past perfect

Example:

If he had taken my device, he would be rich man now

c) The writing

When if-clause is written in the front, we use a comma at the end of the clause. When the main clause is written at the back, we

do not use a comma at the end of the clause. Look at the same example and pay attention to the comma in the first sentence.

Example:

If I won the lottery, I would buy an expensive car

I would buy an expensive car if I won the lottery

1.2.3. Conditional Type III (past unreal)

Conditional sentence type 3 is used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

a) Basic Pattern

Type	If-Clause (hypotheses)	Main Clause (result)
Type 3	IF + past perfect or past perfect continuous	Would/could/might + have + past participle

Example:

If I had driven a car carefully, I wouldn't have gotten an accident

If you had told me about the problem, I would have helped you

b) Possible Variation of the basic form

➤ Could or Might may be used instead of would:

Example:

If we found him earlier, we could have saved his life. (ability)

If we had found him earlier, we might have saved his life.

(Possibility)

If our document had been in order, we could have left at once.

(ability or permission)

c) The writing

The writing is the same with conditional sentence type I and type II. When the if clause is written at the beginning of the conditional sentence, we use a comma at the end of the clause. When the main clause is written at the beginning, we do not use a comma at the end of the clause. Addition can be placed first and the if omitted.

Example:

If you had obeyed orders, this disaster would not have happened

This disaster would have not happened if you had obeyed orders

Had you obeyed orders this disaster would not have happened

2.3. Teaching English

Dominic Wyse and Russell Jones (2005:2) states that during the 1970s and 1980s the teaching of language “English” was the focus. English generally has been learned by the students since they were in the basic level of education. English is one of the most fascinating, controversial and challenging subjects of the school curriculum. It contains four skills, they are: Listening, Speaking, Reading, and Writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English.

Teaching is an integral part of the boarder range of human services and helping professions. Leinhard and Greeno (1986) also describes teaching as “a complex cognitive skill which requires the construction of plans and the making

of rapid on line decisions". It means that the teachers have the responsibilities in quality curriculum. It helps the teachers' profession because teaching is an integral part of broader range of human service.

In this research, the researcher refers to teach English grammar, as a teacher English grammar, the teacher should have a good strategy because it can help teaching learning process be success. There are many types of technique that can be applied in teaching, in order to help the teacher in teaching English grammar (Conditional Sentence). One of the strategy is using song to teach English Grammar. Song is a gear tool to be used in the classroom. Song is one of the ways to help students to creat contexts meaningful in language is useful and meanigful. English songs can be used for a wide variety of English Second Language learning and teaching activities.

There are many techniques that can be applied in teaching in order to help the teacher in teaching English grammar (Conditional Sentence) by using song:

1. The teacher chooses the right songs to use in the classroom

Choose a song that is included the children skills that already have, this way is for bulding their confidence while singing. In this case the teacher chooses a song which contains conditional sentence.

2. The teacher uses English songs created for students of Senior High school

Some songs focus on teaching a particular grammar especially Conditional Sentence. Connecting this concepts with music can help the students to be easy to understand and remember.

3. The teacher gives students lyrics of song that can help improving their vocabulary and support new language before and their singing.
4. The teacher explains the lesson about conditional sentence in the classroom

Explain the lesson related with contains of the song lyric. That contains Conditional Sentence.

5. The teacher gives students some times to watch video music that consists of song and lyric of conditional sentence.

2.4. Teaching Using Song Lyric

In this research, the researcher convinces that by using song lyric can offer new ways to improve student's understanding in learning English through on grammar. Oxford Learner's Pocket Dictionary stated that song is short piece of music with words that you sing. Song is a work of art which can be enjoyed by anyone.

A song is a musical composition that contains vocal parts that are performed with the human voice and generally features words (lyrics that is included by poetic expressions), it is accompanied by other musical instruments. Song also can be used to teach English grammar, such as Conditional Sentence. By using song students can enjoy the lesson, because song is considered as a bridge of

pleasure learning. It can help students enjoy the material and easy to memorize and understand the material.

Teaching by using song is wonderful way to teach English espicially in learning grammar. Song is one of the general media that very useful to be used in teaching. Song also can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, adverbs. The researcher can explain about the grammatical with the song lyric because it is more understandable and easy to be understood.

There are many advantages of using songs in teaching English as follows:

- a. To present a topic
- b. To provide a relaxed classroom atmosphere
- c. To being variety and fun to learning
- d. Music has the ability to produce greater students motivation
- e. Songs invite the students to become active in the learning practice
- f. Students who have language difficult can especially benefit from the introduction of music in the classroom
- g. Music establish positive learning state and energizer learning activities
- h. Music add an element of fun while helping accentuate the lesson orientation
- i. Music helps easy tension through work that does not feel like typical classroom work

Based on the advantage above, the researcher concludes that music is the universal language and children respond are very strong. The researcher believes that musical can support students to be a valuable resource that teachers can be helped to teach language and share culture at the same time. Music is a strong resource which helps create positive feelings about English, song serves as useful teaching tools for students, they also contribute to help creating a positive and warm atmosphere and lyric consists the sentences of conditional sentence that is easy to be understood in the English learning environment.

2.5. Grammar Assessment

Harold S.Madsem (1983:35) states that grammar tests are designed to measure student proficiency in matters ranging from inflections (bottle-bottles, bake-baked) to syntax. In addition syntax involves the relationship of words in a sentence, including matters such as word order, use of the negative, question forms, and connectives. As far as proficiency test are concerned, there has been a shift towards the view that since it is language skills that are usually of interest, then it is these which should be tested directly, not the abilities that seem to underlie them Arthur Hughes (2003: 172). He states also four techniques are presented for testing grammar, those are gap filling, paraphrase, completion, and multiple choice.

2.5.1. Gap Filling

Ideally, gap filling items should have just one correct response. This item is from a sentence that may be filled by a possible correct response or may be

acceptable if the meaning is the same. In addition, this item can be used to test of related structure, such as the article, it can be from the context can often restrict the number of possible correct responses to a single one. An extension of this is to present a longer passage with several gaps.

2.5.2. Paraphrase

Paraphrase items require the students to write a sentence equivalent in meaning to one that is given. It can change the verb with the similarity, but it does not diminish the meaning. It is helpful to give part of the paraphrase in order to restrict the students to the grammatical structure being tested.

2.5.3. Completion

This technique can be used to test a variety of structure. Note how the context in a passage, the test can be used an interrogative forms. It can be also from a short or large conversation. In this technique the students are asked to complete the left incomplete sentence. Before the students answer the question, the students are asked to read the whole conversation.

2.5.4. Multiple Choice

The multiple choice item is favoured by many constructors of grammar test is the incomplete statement type, with a choice of four or five options. A correct option, for instance, is generally easier to recognise when it appears in the framework of the sentence than as part of a list of distractor. In addition,

sometimes the option that is given is interrupt the flow of meaning in the sentence.

On the explanation above the researcher uses the technique of multiple choice and gap filling that is given in the Pre-Test and Post-Test. It requires the students to select the alternative which is true according to the information conveyed in each sentence.

2.6. Previous Research

There are some researchers done their researches in the implementation of using song lyrics strategy. One of them is a study by Ahmad Sani “The Effectiveness On Teaching Conditional Sentence Type I Through Communicative Approach (A Pre Experimental Study At Eighth Grade Students in SMP Islam Al Ikhlas Jakarta)”. The result from this research was effective. Using song is more effective in teaching conditional sentence type I through communicative approach. It showed of the t_0 is higher than t_{table} .

Thesis entitled by Ana Nurlaela, “The Effectiveness Of Using Missing Lyric In Teaching Listening Of The Tenth Grade Students at MA Unggulan Bandung”. The result of the data showed that $t_{count} 4.189 > t_{table} 2.27$, it was significant way to teach listening by using lyric missing.

The last thesis by the title “The Use Of Song To Improve Students’ Understanding On Conditional Sentences (A Classroom Action Research with the Eleventh Grades of MA Darul Ulum Semarang in the Academic Year of 2010/2011)” by Jajuli. Based on this study, it is found that the use of songs can be

alternative way to teach language, especially to improve students' understanding on conditional sentences. It can be seen as the result of the students' average score from the pre cycle was 56.6, first cycle was 64, second cycle was 75.6, and the third cycle was 88.

2.7. Hypotheses

Hypothesis is an answer that temporary toward research questions until it is proven through the data that are collected. This research is conducted based on the following hypothesis:

H_0 : There is no significant difference in the student's understanding on Conditional sentence between the students who are taught by using song lyric and those who taught without using song lyric.

H_1 : There is significant difference in the student's understanding on Conditional sentence between the students who are taught by using song lyric and those who taught without using song lyric.