CHAPTER II

THEORITICAL REVIEW

In this chapter, there are some theories that can support this research, these theories are divided into some parts. These are the theories about part of speech, media in teaching, My Papa Darling, and review of previous study.

2.1 Part of Speech

Learning parts of speech or word classes can help students develop the working of vocabulary in discussion and study English. Especially, the students need distinguishing the parts of speech in the context of sentence because of there are many words function in more than one role. Analyzing the words help the students see how the function of part of speech in sentences. Understanding the part of speech make students be able choose precise words for clear and give the impact to the student writing skills or oral communication can be more powerful.

Language consists of thousand words with different classes of each others. Words are often classified by varied criteria, like in phonologic, social factors, and language history. All of these are categories of words, however as a technical term, part of speech refers to the eight ancient classes most of that return to the Greek and Roman grammarians (Haspelmath, 2001).

As McGregor (2009) stated that words are classified to some classes these are Verb, Noun, Pronoun, Adjective, Adverb, Preposition, Conjunction and Interjection. In addition to explaining the terms, a few examples below are given of each word class:

2.1.1 Verb

Verb used in sentence to describe the action that noun (people, animal, things) doing, occurrence, and state of being.

Elina *built* a good house. (Action)

It *has* strong foundations. (Occurance)

She *is* happy of it. (State of being)

The sentences should have one or more than one verb to make it to be complete sentences.

2.1.2 Noun

Noun are important words in sentences because these function of noun as subjects and objects in verbs. Nouns pointing to a someone, place, or thing. In addition, nouns also refers to feelings, activities, and measures.

Persons: James, Dr. Keeney, Manager, Actor

Places: Canada, Island, School

Things: Pencil, Television, Car, Cat

Feelings: Sadness, Happy, Angry

Activities: Studying, Swimming, Eating, Watching

Measures: Inch, Day, Meter, Thousand

2.1.3 Pronoun

Pronoun are used that take the place or substitutes of nouns. As comparing these two same sentences below:

Without pronouns: Harry lend the computer to Lisa so that Lisa could use the computer to study.

With pronouns: Harry lend the computer to Lisa so that *she* could use *it* to study.

In sentences, sometimes pronouns may function as subjects in verbs (for example, *I, He, You, She*) or as objects in verbs (for example, *Him, Them, Us*).

2.1.4 Adjective

Adjective is to describe the word about nouns or pronouns. An adjective usually states before or after the noun of pronoun.

a *large* house	That Question is too *difficult*
Sheila's handwriting is *neat*	a *dark* chocolate
All the actors are very *handsome*	Peter's painting is *beautiful*

2.1.5 Adverb

Adverb is a word that modify a verb. It describe about an action, or the way how something is done. A lot, but not all, words end end in –**ly** is adverbs.

The singers are singing *sweetly*	The army fought *bravely*
The lamp is shining *brightly*	The grandmother walked *slowly*
Maria skated *beautifully*	The couple lived *happily*

2.1.6 Preposition

Preposition used to connect the one thing with another in the sentence and usually to explain the position or place. As the following example of the relation   preposition of the object (*Ms. Haruka*) to the verb (*talked*):

Mark often talked *with* Ms. Haruka.

Mark often talked *about* Ms. Haruka.

Mark often talked *to* Ms. Haruka.

The prepositions that frequently used are *at, by, on, over, for, from, in, of, near.*

2.1.7 Conjunction

Conjunctions is linking or connect the word to another in sentences**.** The most conjunctions are often used *and, but,* and *or*. As the following examples shown below:

A boy *and* his toys	A husband *and* a wife
Hate *but* love	Beautiful face *but* bad attitude
Sweet *or* sour?	A male *or* a female?

2.1.8 Interjection

Interjection is express the strong feelings from someone. Interjections usually followed by exclamation point.

Wow!	Oh no!	Help!
Goodness!	Hooray!	Good luck!
Oh!	Good!	Gosh!

2.2 Media in Teaching

2.2.1. The Definition of Media

The definition of media have related meaning to communication. The term media usually refers to any tools that bring information from the source to the goals. Media are the devices that assist the teachers for helps to improving learner skills, attitudes, lessons, and knowledge or additional materials that used in particular teaching method to make learning process in the classroom easier. It intends to help both the teacher and the students to run the lesson more effectively.

According to Gerlach and Ely (1971), media is some person, material, or event that set up the learner enable to received the knowledge. In specifically, the form of media in teaching and learning process is tends to be appears as graphics, or electronic, and arrange the physical or verbal information. As Gagne and Brigs, cited in Arikunto (2006), "Media is a part of learning system or physical instrument contained instructional materials for learning". It means, Arikunto try to explains that it is necessary to use a media to help teacher in teaching learning activities, it can be maximize the effectiveness of interaction process among teacher and students.

According to Arsyad (2014), the use of media in teaching activities has values as following:

2.2.1.1 Media can grasp with the limited experience and time of students.

2.2.1.2 Media can defeat the classroom.

2.2.1.3 Media approve a direct interaction among students and environment. Physical and social context may invited to interaction with it.

2.2.1.4 Media produce regularity observation. It make students can directly to observed by teachers in accordance as the objectives that should to be achieved.

2.2.1.5 Media is the basic concepts of concrete, and realistic instruments.

2.2.1.6 Media can create new aspirations and interests.

2.2.1.7 Media can stimulate students motivation in learning process.

2.2.1.8 Media can maintain students experience to be more concrete.

Teachers should recognize what types of media which are proper to the students. There are various kinds of media in teaching such as using gesture, role playing, images, or song and also there are several model of games, which can be used by

teachers to teach English such as cross road games, board games, describe games, and creating games (Wright and Buckby, 1989). However, the researcher prefer game as the solution media to teach Part of Speech especially board games. The use of board games can be alternative in the teaching and learning process, it can be more communicative and attractive than classic explanation by the teacher. In the other hand, board games can assist the teachers to delivering materials to the students.

2.3 My Papa Darling

The knowledge, skill, and attitude can achieve from the phase of interaction that happen before. Based on Bruner theory that students cognitive development can be increased by arranging the materials as relevant as development phase of the target learner. The phase of development is classified into three phase namely Enactive, Iconic and Symbolic (Asri, 2012) as explained below:

2.3.1 Enactive Phase is the direct experience which is someone do the activities in the environment. It means students try to learn physical abilities through a bite, a holding, or touching.

2.3.2 Iconic Phase is the visual experience which is someone try to understand the object in their environment through picture or verbal visualization. It means students try to learn from the picture that be as a figure.

2.3.3 Symbolic Phase is the abstract experience which is someone start to understand the abstract idea that influenced by their abilities in language and logical. It means students learn to understand the world through symbol of language, logic, mathematics, and so on.

According to Bruner theory of cognitive development above, My Papa Darling media belong to Enactive Phase. In Enactive phase, students learn in direct experience and it can make students generally more remember what materials they learn. My Papa Darling media created based on Dale's Cone of Experience as following:
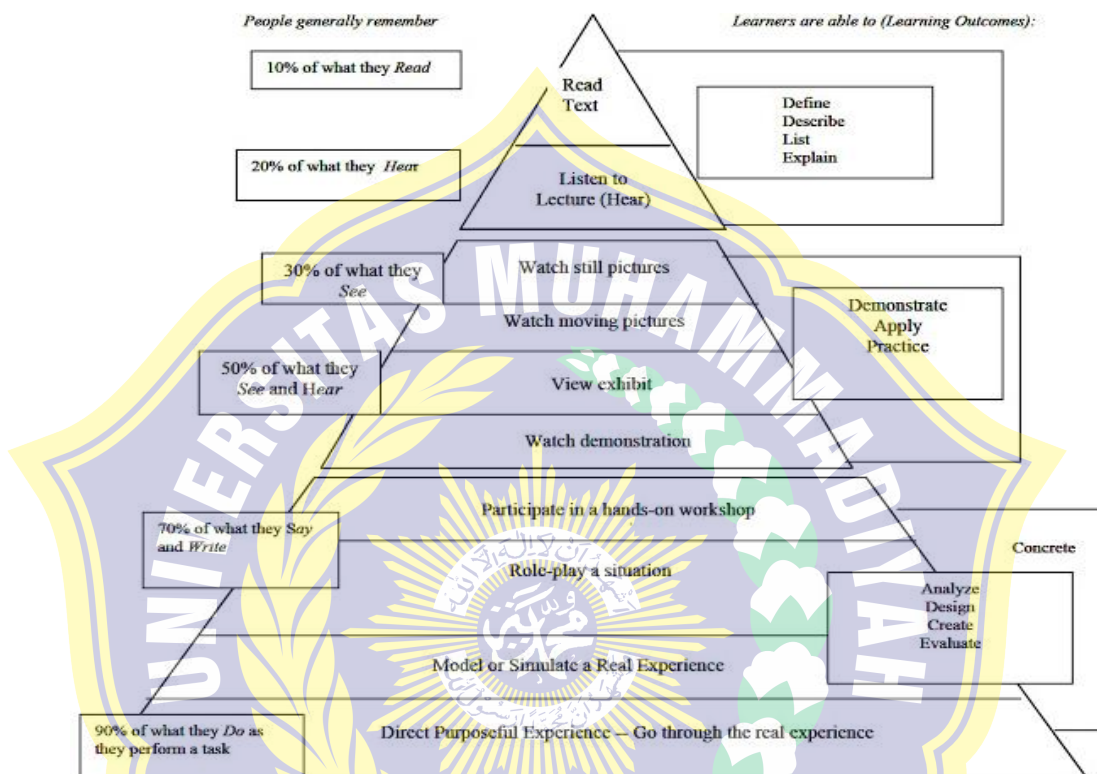

Figure 2.1 *Dale's Cone of Experience* (Source: Edgar Dale cited in Smaldino, Sharon E, James D. Russel, and Deborah L. Lowter, 2011)

The figure of Dale's Cone of Experience above is elaboration from the concept cognitive development by Bruner. The objectives of students achieved start from direct experience (concrete), the facts from environment through prototype (visual) until to symbolic learning (abstract). According to Dale's Cone of Experience, the researcher 90% of students remembering the lesson is from what they do and perform and these can reach from direct experience. Direct experience can give the students meaningful impression about the information and

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the concept of learning. These concept is become the based concept and reason of My Papa Darling created.

My Papa Darling is a board games that have specification to teach Part of Speech, on My Papa Darling there are eight envelopes of Parts of Speech namely Verb, Noun, Pronoun, Adjective, Adverb, Preposition, Conjunction, and Interjection. My Papa Darling is a game that student can run by rolling the dice first, because of the dice have the instruction rules in it.

The rules of playing My Papa Darling as following:

1. My Papa Darling can run by 2-4 players and 1 umpire

2. Firstly, the players should roll the dice

3. Secondly, there is the instruction to start the game

    : The players have no chance to play

   • : The players get one chance to play

   •• : The players get two chances to play in one time

   ••• : The players get three chances to play in one time

4. Thirdly, the players run the games as the instruction they get from the dice, then the players should whirled the arrow as the needle of the clock

5. Fourthly, the players pay attention to the arrow that will be stopped in which envelop, then take the card in envelop (*ex: Noun card*) so, the players should mention one word that belongs to Noun and make one sentence from it in 15 seconds

6. Fifthly, if the players success in mention the example properly, will get 5 score and if the players also success in make the sentences will get additional 10 score by the umpire

7. Sixth, if the players fail to mention the word and make the sentences, the players will get no score.

8. The last, the winner is taken from the players who get the highest score.

2.4 Review of Previous Study

Ahmad (2015) conducted a research on *Developing Languages Games to Teach Speaking Skill for Junior High School in Indonesia*, He used the 4D by Thiagarajan (1974) as his model of the research. The aims of his research is to developed the appropriate speaking games and to investigated the students responses toward games for English Club as extra curricular at one of the State Islamic Junior High Schools in Gresik. In the final, his research produce a product of the study in the form of handbook with the title "A Library of Games" which consists of 3 units and 50 kinds of games of teaching speaking skills.

The second researcher is Agnes (2018) conducted a research entitled *Improving The Students Speaking Skills Through Board Games to The Tenth Grade Students*. She taken the data from tenth grade students of SMAN 2 Padangsidimpuan 2017/2018. The categorized of low is 57.14, with the percentage of passed KKM is 7.94% whereas the result from cycle 1 and cycle 2 can be stated that students speaking skill has improved from low to capable categories (72.30 and 81.67). The percentage result in cycle 1 is 36.51% and cycle 2 is 80.95%. It means that applying educational board games can increases students curiosity and creativity and improved their speaking skills.

The third research with the title of *The Effectiveness of Board Game Method on Reading Mastery* conducted by Juwita (2018). She used experimental method in SMK Widya Batam and applied in XI 3 and XI 5. She analyzed the data by T-Test and the result of her research showed that Board Games is significant to teach to

the students. Her conclusion is that method is good and effective for teaching learning process.

Another researcher who conducted a research on Board Games is Dyah (2015). Her research is *The Use of Board Game to Improve Students Grammar Mastery.* The results of her research showed that the students of Eighth grades in SMPN 1 Bergas Karangjati grammar mastery improves significantly by T-calculation results of cycle I (5,1), cycle II (8,3) and cycle III (6,5). It can be concluded that using board game can improves students grammar mastery.

Based on these relevant previous studies, the researchers conducted the research about "Developing My Papa Darling as an English Teaching Media for Parts of Speech".