

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter shows two subheadings, previous researches and theoretical review. The previous researches discuss about the researches that had been already conducted by other researchers with their relations. In this subheading the researcher gives the difference or the superiority between the study of the researcher and previous researchers. Then, for the theoretical review, here, the researcher describes the theory that is used as the anvil of research analysis that is relevant to the topic that is discussed.

#### **2.1 Previous Researches**

In this part the researcher reviews, shows, and explains about several researches that have been written by other researchers. The first previous study is the study that written by Anggraini (2011). In her thesis, she chose a classroom action research as her study, and it was entitled *“Improving Students’ Speaking Skill Using Numbered Head Together (A Classroom Action Research at the Eighth of SMP N 16 Surakarta in Academic Year 2010/2011)”* that was conducted at SMP N 16 Surakarta. Based on her thesis, she focused on students’ speaking skill and intended to improve speaking elements, such as the students’ fluency and accuracy. Then, specifically, she tried to improve the students in micro and macro of speaking, like the way the students produced a sound, the way the students’ movements by their mouth, their pronunciations, and the vocabularies they used. In her thesis, she wrote that in the first meeting, she was doing observation.

Based on her observation, she told that the students could not speak fluently, it was caused the students were less vocabulary, and they did not understand about grammar yet. Then, she applied Numbered Head Together to improve the speaking skill of the students and finally the students got improvement.

The second previous study is from the journal of Martino, Istianah, and Ariani (2015), and it was entitled “*The Effect of Using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eight Grade Students at SMP Islam Gumukmas*”. They, the researchers used a quasi-experimental research as the design of the research. As the application, the researchers taught in two classes, then applied Numbered Head Together in one class, and another class without the technique. The reason why the researchers used technique of Numbered Head Together was the English teacher at that school never applied it during learning process. It was caused the teacher just used lecturing technique, and it was not very effective for the students. It just made the students was not active and made the students spent a long time to read and understand the meaning. Then, the researchers came and applied Numbered Head Together. As the result, the class that was given the Numbered Head Together technique was more active and effective than the class that was not given the technique. It means that the Numbered Head Together technique gave a good impact.

The third previous study is a research journal by Rahman, Armis, and Zulkarnain (2017) entitled “*Penerapan Model Pembelajaran Kooperatif Pendekatan Struktural Number Head Together (NHT) untuk Meningkatkan Hasil Belajar Matematika Siswa Kelas VIII.2 SMP Muhammadiyah 2 Pekanbaru*”. The researchers used classroom action research in which the researcher took 16 students as the sample. Before applying NHT technique, the students’ mathematic scores were under standard, and after applying the technique, the students’ scores got increase and exceeded the standard. As the conclusion, it means that the Numbered Head Together technique was effective to use in mathematic learning process.

The next previous study was written by Sanjaya (2017) that was conducted at SMP N 5 Baturiti in academic years 2015/2016. He chose the numbered head together as his technique to improve the seventh grade students’ vocabulary. In his research writing, he told that the English students’

scores were under standard, around 4.63. Because of that, he used the numbered head together technique to improve the students' vocabulary. He gave three tests for the students, pretest, post-test 1, and post-test 2. Before giving the three tests, the researcher introduced about the treatment of Numbered Head Together, firstly.

After that, he conducted the pretest. The result of the pretest is not too bad, in which, 10% of the students got improvement. The researcher applied the technique again as the post-test 1. As the result of the post-test 1, the students' scores were getting improvement again, around 85% students got good scores. After that, he used Number Head Together again as the post-test 2. In this test 90% students score improvement, which the students passed the target scores. From that description, it means that Numbered Head Together was able to increase the students' scores and to improve the students' vocabulary.

The last previous study is a research journal written by Syah, Marhadi, and Alim (2016). In their written research, the researchers told that

*“Penerapan model pembelajaran kooperatif tipe Numbered Head Together dapat meningkatkan hasil belajar IPS siswa kelas IV SD Negeri 140 Pekanbaru, di mana pada skor dasar nilai rata-rata hasil belajar siswa hanya 60,61. Kemudian pada siklus kedua meningkat menjadi 66,67, terjadi peningkatan sebesar 9,82% dan pada siklus kedua meningkat menjadi 75,24, terjadi peningkatan sebesar 23,93%”.*

Based on that description above, it is meant that the Number Head Together technique was accepted by the students at that school. Not only that, but also the technique was also able to increase the students' achievement on subject of the social studies.

Then, here, the researcher will use the Numbered Head Together technique that will be applied by English tutor in teaching grammar. The unique of this research is that the object of this research will be the students at the Islamic boarding school of Al Mubarak. As we now, that most of Islamic

boarding school students have many activities in their daily life at the boarding. That is why they need a fun method during English course learning process.

## **2.2 Theoretical Review**

For the theoretical review, it is divided into several subheadings that have correlation to the topic, and it is described in the explanation below:

### **2.2.1. Grammar**

“Grammar is a theory of language, of how language is put together and how it works. More particularly, it is the study of wordings” Gerot and Wignell (1995:2). It means that grammar is the theory or the way English learners arrange a phrase or a sentence. Janet Emig in Hartwell (1985:105), stated that the students learn English because their English teacher teach them and the students just understand the English related to the materials have been taught by their English teacher. It can be meant that if there is no English subject, the students will not study and learn English and they will also not recognize about English grammar.

According to Merriam-Webster (2018), grammar is defined: “the study of the classes of words, their inflections... and their functions and relations in the sentence”. From the definition above, it means that grammar is an English basic that has to be known and be understood by English learners because it is really important.

### **2.2.2. Teaching Grammar**

In teaching grammar, it cannot be left by the way an English teacher teaches students. It can be things that make the teacher is good, the way the teacher shares and explains materials, the way the teacher manage class situation or the students, and etc. Because of that, here, the researcher explains about the things that the English teacher should do in teaching grammar to make the students will have understood it well.

### 2.2.2.1. How to Be a Good Teacher

The first thing the teacher should know is, the way to make the students feel interested in the teacher. However, the teacher is the main reason of the students' understandings. The teacher has to make the students feel comfortable. According to Harmer (2001:1-6), there are several tips for English teacher.

First, the English teacher must love his/her job. By loving his/her job means that the teacher always tries to make the situation in the class is interesting. However, the interested class can influence the students to feel interested too. Then, as we know that most students are confused about grammar. So, by making the students' interesting it means that the students will feel interested in learning grammar, so that, they can understand well and get good achievements.

Second, the teacher also has to be able to entertain the students. Then, beside the students get some information of grammar, the students also feel enjoy with the lesson. Here, the teacher may give music during teaching learning process. The important thing is that the students understand the grammar and do not feel bored.

Third, the teacher should use a fun teaching method during teaching learning process. It can make students be happier and love to learn English, especially learning grammar. Fourth, the teacher should give the students some motivations. When the teacher motivates the students, it means that there is a good relationship among the teacher and the students.

Fifth, the teacher has to give chances for the students to ask about the materials or grammar that have been explained by the teacher. Letting the students to ask about the materials can make them more understand. After that, after giving the asking time for the students, the next step has to do is, the teacher has to give feedback for the students. It

can be appreciation, gift, or just a thankful for the students. It is because the feedback is able to make the students keep spirit to learn.

#### 2.2.2.2. Some Rules for Teaching Grammar

In teaching, surely a teacher always tries to get innovation to teach his/her students, and also does not want to see students feel bored during learning process, especially in grammar teaching learning. Mostly, students are bored when they are learning grammar. It can be caused by there is no students' interest, class situation, or teacher's ways in teaching. Here there are some rules for teaching grammar.

Based on a website (Some Rules, n.d.), it shares that a teacher has to teach grammar to facilitate students in improving their language skills. The ways to facilitate students are by providing the right and good condition for grammar learning, interpreting students' needs and styles, telling them that English grammar system is not wholly different from their mother tongue system, and giving them opportunities to put and use the grammar use to some communicative use.

Then, talking about grammar, teachers should know the way to teach grammar. There are two rule types in teaching grammar, implicit type and explicit type. Ellis stated in Bentsen (2017:20):

“The aim of explicit teaching is “to abandon the aim of teaching grammar for immediate communicative use and replace it with a lesser aim – helping learners to develop metalinguistic understanding of grammatical structures”. The aim of implicit grammar teaching is “to embed the teaching of grammar into task based approach where attention to grammatical form arises naturally out of the attempt to engage in meaning-focused communication”.

From that statements the researcher can get the point that students get benefits more from explicit than implicit because it can help students to understand structures of grammar.

### **2.2.3. Numbered Head Technique**

Numbered Head Together is one of techniques that included in cooperative language learning. Here, the researcher explains about Numbered Head Together specifically.

#### **2.2.3.1. How to Apply**

Because it is included in cooperative learning approach, The Numbered Head Together is surely applied by team or group. The application is not too difficult. According to written journal of Pattanapichet (n.d.:64), he explained that students are divided into some groups, in which every group consists of four members. Then, every group is given four numbers, 1, 2, 3, and 4, where the numbers are shared to all members in groups. After that, teacher tells questions to all groups that have to be answered by groups. Next, teacher calls out a number “two” then the students with number two are asked to answer question.

#### **2.2.3.2. Advantages and Disadvantages**

There are several advantages and disadvantages of using Numbered Head Together technique in teaching learning process. Here they are:

##### **2.2.3.2.1. Advantages of Numbered Head Together Technique**

NHT technique has some advantages for students. Related to Purnomo (2012:39) in his writing, he mentioned that there are five advantages by applying NHT technique in students' learning process.

First, students' academic achievement can get improvement. It includes the four English skills, listening, speaking, reading, and writing, and also grammar and vocabulary power. Second, students can have good engagement. Third, all students are in one, so that it can decrease students' difference of achiever because clever students have to share their answers to their team who is shy or weak one, so that, all students are equal and have same participations. Fourth, Numbered

Head Together technique is able to give students motivation. It is caused NHT is a fun technique that can make students compete each other, team by team by being helped by their teammates. Fifth, Numbered Head Together can encourage students to get information much more dynamic in peer.

#### 2.2.3.2.2. Disadvantages of Numbered Head Together Technique

There are not only advantages, but also there are several disadvantages of Numbered Head Together technique. Related to Rayanto (2017:114):

“first, if there were homogenous group, so it would be unfair for the group contained of weak students. Second, the discussion process could run smoothly if there were students just simply copy the work of smart students without having an adequate understanding”.

Related to the explanation above means that teacher should divide students randomly so that, there is no group that homogenous. Then, after teacher divides students randomly students how have high achievers can rescue students who have low achievers. Next, among them can compete sportively and reach good scores. This way can violate the disadvantages of Numbered Head Together.