CHAPTER II
THEORETICAL REVIEW

A. The Importance of Grammar

There is one important question before we start to explain the main content in this thesis, “why do we need to learn grammar?”

Grammar is referring to the set of rules that allow us to combine words in our language into larger units (Greenbaum and Nelson, 2002: 1). Learning grammar had its purposes. Grammar which contains of rules to make a proper language is needed by every level of students. In educational environment, students are forced to have ability to communicate and use language effectively and properly in both spoken and written form. To produce a proper language they have to master grammar, because grammar covers rules to make English effective and proper.

When the students use English in their communication, whether in spoken or written, they have to speak or write in standard of English correctly. Using standard of English is very important to create coherent and meaningful sentences, so that other people will understand what they are talking about. To realize all of them, students need to learn grammar which contains of set of rules to make their English effective and proper.
B. Yes/No Question

1. What is Yes/No Question?

Yes/No questions are often defined as questions for which either
“yes” or “no” is the expected answer (Celce and Larsen, 1999: 205).

Eugene J. Hall in his book “Grammar For Use” also explained that
“Yes/No Question is question that asks for a yes-no answer are formed by
placing the auxiliary verb before the subject, or before the first auxiliary if
there is more than one.”

Examples:

a. Do they have a pet at their home?
   Answer: Yes, they do/No, they do not (don’t).

b. Are Mr. Joe and Mrs. Joe ready to go?
   Answer: Yes, I am./No, I am not.

c. Did you still remember their love stories in this film?
   Answer: Yes, I did./No, I did not (didn’t).

d. Did she take your vitamin this morning?
   Answer: Yes, I did./No, I did not (didn’t).

e. Will Michael resign from this office?
   Answer: Yes, he will./No, he will not (won’t)

Yes/No question is used to ask the simple information because it only
needs the word ‘yes’ or ‘no’ as the answer.
2. The Form of Yes/No Question

The form of yes/no questions are depended on the tense which is used.

a. Simple Present Tense

Simple present tense is used to tell:

1) Habitual action

Examples:

a) (+) My father reads newspaper every morning at the terrace.
   
b) (+) My mother makes breakfast before 6 a.m.
   
c) (+) The maid washes a lot of plates everyday.
   
d) (+) Miss. Julia cooks delicious pizza for her dinner.

2) General fact

a) (+) The earth and the moon go round the sun.
   
b) (+) The sun sets in the west.
   
c) (+) My sister is a student of 2nd grade in SMA Islam Bumiayu.
   
d) (+) The most beautiful girl in this class is Nissa.

The pattern of yes/no questions in simple present tense is distinguished becomes two types. They are as follows:

1) Verbal questions

Pay attention to these following examples:

a) (+) My father reads newspaper every morning at the terrace.
   
   (?) Does my father read newspaper every morning at the terrace?
   
   Answer: Yes, he does./No, he does not (doesn’t).
b) (+) My mother makes a breakfast before 6 a.m.

(?) Does my mother make a breakfast before 6 a.m?

Answer: Yes, she does./No, she does not (doesn’t).

c) (+) The earth and the moon go round the sun.

(?) Do the earth and the moon go round the sun?

Answer: Yes, they do./No, they do not (don’t).

d) (+) The sun sets in the west.

(?) Does the sun set in the west?

Answer: Yes, it does./No, it does not (doesn’t).

From some examples above, we can write the pattern of yes/no question in simple present verbal question is:

<table>
<thead>
<tr>
<th>Auxiliary (Do/Does) + Subject + V1?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer:</strong></td>
</tr>
<tr>
<td>Yes, S + Auxiliary (do/does)</td>
</tr>
<tr>
<td>No, S + Auxiliary (do/does) + not</td>
</tr>
</tbody>
</table>

2) Nominal

Pay attention to these following examples:

a) (+) My sister is a student of 2nd grade in SMA Islam Bumiayu.

(?) Is your sister a student of 2nd grade in SMA Islam Bumiayu?

Answer: Yes, she is./No, she is not (isn’t).
b) (+) Nissa is the most beautiful girl in this class.

(?) Is Nissa the most beautiful girl in this class?

Answer: Yes, she is./No, she is not (isn’t).

The pattern of yes/no questions in nominal question of simple present tense is:

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Auxiliary (to be, am, are) + Subject + Complement?
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Answer:

Yes, S + Auxiliary (to be: is, am, are)

No, S + Auxiliary (to be: is, am, are)

Time marker used in simple present tense:

1) Every (day, week, month, year, Sunday, morning, afternoon, evening)
2) On Sundays
3) In the morning
4) Etc.

b. Simple Past Tense

Simple past tense is used to tell and ask about something happen in the past.

Examples:

1) (+) The boy in the stripped pajamas walked slowly last night.
2) (+) My aunt wrote a letter to my mother two days ago.

3) (+) Mr. John was a student in Harvard University some years ago.

4) (+) They were a good basketball team in their era.

1) Verbal question

Pay attention to these following examples:

a) (+) The boy in the stripped pajamas walked slowly last night.

(?) Did the boy in the stripped pajamas walk slowly last night?

Answer: Yes, he did./No, he did not (didn’t).

b) (+) My aunt wrote a letter to my mother two days ago.

(?) Did my aunt write a letter to my mother two days ago?

Answer: Yes, she did./No she did not (didn’t).

The pattern of yes/no questions in verbal question is:

- **Auxiliary (did) + S + V1?**

  - **Answer:**

    - Yes, S + auxiliary (did)
    - No, S + auxiliary (did) + not

2) Nominal question

Pay attention to these following examples:

a) (+) Mr. John was a student in Harvard University some years ago.
(?) **Was** Mr. John a student in Harvard University some years ago?

Answer: Yes, he was./No he was not (wasn’t).

b) (+) They **were** a good basketball team in their era.

(?) **Were** they a good basketball team in their era?

Answer: Yes, they were/No, they were not (weren’t).

The pattern of yes/no questions in nominal question is:

<table>
<thead>
<tr>
<th>Auxiliary (was/were)</th>
<th>S</th>
<th>compliment?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Answer:              |
|----------------------|----------------|
| Yes, S + auxiliary (was/were) |
| No, S + auxiliary (was/were) + not |

Time marker:

1. Today
2. This week (morning, afternoon, year, etc.)
3. Last week (day, night, etc.)
4. Yesterday

c. **Simple Present Continuous Tense**

Simple present continuous tense is used to tell and ask something which are happening in a period around now.

Pay attention to these following examples:
1) (+) Dahlia is working now.

2) (+) We are going to Baturraden right now.

3) (+) Miss Shanty and Mr. Joe are playing card in the bus.

Examples:

a) (+) Mr. Antoni is learning about Spanish at present.

(?) Is Mr. Antoni learning about Spanish at present?

Answer: Yes, she is./No, she is not (isn’t).

b) (+) The children are playing baseball in the yard.

(?) Are the children playing baseball in the yard?

Answer: Yes, they are./No they are not (aren’t).

c) (+) She is waiting her uncle in the middle of rain.

(?) Is she waiting her uncle in the middle of rain?

Answer: Yes, she is./No, she is not (isn’t)

The pattern of yes/no question in simple present continuous tense:

**Auxiliary (to be: is, am, are) + S + Ving?**

**Answer:**

Yes, S + auxiliary (to be: is, am, are)

No, S + auxiliary (to be: is, am, are) + not
Time marker:

(1) Now
(2) Right now
(3) At this moment
(4) At present

d. Present Perfect Tense

Present perfect tense is used to tell the condition which is started in the past and still being done until now or has the impact in the present.

Examples:
1) (+) I have studied in this university since three years ago.
2) (+) He has been a good student since long time ago.
3) (+) I have stayed here since Monday.
4) (+) Tuti has been here since 6 o’clock.

1) Verbal question

Pay attention to these following examples:

a) (+) I have studied in this university since three years ago.

(?) Have you studied in this university since three years ago?

Answer: Yes, I have./No, I have not (haven’t).

b) (+) He has stayed here since Monday.

(?) Has he stayed here since Monday?

Answer: Yes, he has./No, has not (hasn’t)

So, the pattern is:
2) Nominal question

Pay attention to the examples:

a) (+) He has been a good student since long time ago.

(?) Has he been a good student since long time ago?

Answer: Yes, he has./No, he has not (hasn’t).

b) (+) Tuti has been here since 6 o’clock.

(?) Has Tuti been here since 6 o’clock?

Answer: Yes, she has./No, she has not (hasn’t).

So, the pattern is as follow:

Auxiliary (have/has) + S + V3?

Answer:

Yes, S + auxiliary (have/has)

No, S + (have/has) + not

Auxiliary (have/has) + S + been + complement

Answer:

Yes, S + auxiliary (have/has)

No, S + auxiliary (have/has) + not
Time marker:

(1) Since (January, last week, etc.)

(2) For (an hour, a long time, a year now, etc.)

(3) Already

(4) Yet

(5) Finally

(6) Just

(7) Recently

(8) Etc.

e. Simple Future Tense

Simple future tense is also commonly used to tell about the future. Actually, there are two forms in simple future tense. They are:

1) “will” form

Examples:

a) (+) She will be angry because this broken pencil.

(?) Will she be angry because of this broken pencil?

Answer: Yes, she will./No, she will not (won’t).

b) (+) I will go to somewhere for spending the holiday.

(?) Will you go to somewhere for spending the holiday?

Answer: Yes, I will./No, I will not (won’t).

c) (+) Mr. John will buy a car for his wife’s gift.

(?) Will Mr. John buy a car for his wife’s gift?
Answer: Yes, he will./No, he will not (won’t).

The pattern of yes/no questions in simple future tense (“will”):

<table>
<thead>
<tr>
<th>Will + S + V1 ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer:</td>
</tr>
<tr>
<td>Yes, S + will</td>
</tr>
<tr>
<td>No, S + will + not</td>
</tr>
</tbody>
</table>

2) “to be going to” form

Examples:

a) (+) She is going to be angry because of this broken pencil.

(?) Is she going to be angry because of the broken pencil?

Answer: Yes, she is/No, she is not (isn’t).

b) (+) I am going to go to somewhere for spending the next holiday.

(?) Are you going to go to somewhere for spending the holiday?

Answer: yes, I am./No, I am not.

c) (+) Mr. John is going to buy a car for his wife’s gift.

(?) Is Mr. John going to buy a car for his wife’s gift?

Answer: Yes, he is./No, he is not (isn’t).

The pattern of yes/no questions in simple future tense (“to be going to”):
Time marker:

(1) Tomorrow

(2) Next Monday, morning, evening, day

(3) etc.

3. Intonation in Yes/No Question

Intonation is one of aspects which has to be considered when we are talking about speaking skill. Intonation gives a beauty aspect when we use language orally. Besides that, it also gives clearer meaning of the language which is spoken. People will catch what we are talking about easier if we use proper intonation than if we ignore the intonation when we speak.

In the daily life, especially for public speaker, they must have good and proper intonation to make the listeners' interest with what they are talking, so that the listeners will listen the presentation from the beginning until the end.
Yes/no question as one of aspects in English, also has its intonation. The intonation of yes/no question is usually raising. Unmarked yes/no question intonation typically rises through the same stressed syllable and then stays high (Celce and Larsen, 1999: 211).

Example:

- **Is Muriel learning to use a computer?**
- **Have you done your homework?**

C. **The Problems of Teaching and Learning Yes/No Question**

Yes/no question as a part of English grammar also has difficulty when it is delivered. There are some problems which are faced by teacher and students during teaching and learning process of yes/no question. Those, come from teacher and students.

1. **Problems from the students**

   a. As mentioned above that learning grammar is not easy for the students. Almost of them have mindset that grammar is difficult, confusing, complicated, and the other bad essences of grammar. Because of these reasons, so that they have low motivation when they start to learn grammar, includes yes/no questions. When they have low motivation following teaching and learning process, especially in yes/no questions material, they will get nothing from TLP. It means that the learning objectives of teaching and learning yes/no questions are failed to be achieved. Based on this situation, the writer wants to try to implement *twenty question* game for teaching yes/no question. The concept of
game which is fun, and asks the students to be active can increase their motivation during teaching and learning of yes/no questions.

b. The other problem is students’ low understanding of the use of auxiliary in yes/no questions. Many of them do not understand well how to use and place the right auxiliary in yes/no questions. By implementing twenty question game in teaching yes/no questions, students are able to understand the use of auxiliary in each different tenses of yes/no questions, because the students will practice more by using interesting and different way.

c. The students tend to memoryse the pattern of yes/no questions in each different tenses, so they find difficulty in making yes/no questions when they do not remember the pattern. Actually, the pattern is important when we are talking about grammar, especially yes/no questions. The pattern is not to be memorysed, but to be understood. Teaching yes/no questions with its all pattern is difficult to be understood if the teacher only gives written or oral tasks. By implementing twenty question game, the students are able to understand the pattern or concept of yes/no questions, not only memoryse.

2. Problems from the teacher

The problems also come from English teacher. Some English teachers do not find any proper technique in teaching and learnig process to increase
students’ motivation. They only use traditional way to explain the material, especially grammar.

D. Twenty Question Game

Twenty question game is kind of game belongs to technique which has two versions of the rules in its implementation:

1. Version 1

Dynamic : whole class
Time : 10 – 15 minutes
Procedure :
   a. Teacher asks one of students to come forward.
   b. Teacher chooses one category. It can be famous people, food, animal, etc.
   c. Teacher shows the category to the student who comes forward only.
   d. A student has to answer the questions from the whole class by saying “yes” if the questions are relevant with the category and “no” if the questions are not relevant with the category.
   e. Limit the questions for only 20 questions.
   f. The students who can mention the thing or person (based on the category) before or by the twentieth question, the class is the winner.

2. Version 2

Dynamic : group work
Time : 10 – 15 minutes
Procedure :
a. Teacher divides the students into several groups. One group may consist of 4 or 5 students.

b. Each group is given different mistery thing or person. It can be the same category for all group, but different thing or person, or it can be different category for each group.

c. The first group comes forward, while the others sit with their own member.

d. Each group may ask yes/no question to guess what the mistery thing of the first group.

e. Teacher may limit the question for each group, for example 3 questions for each group.

f. The group who can guess the mistery thing firstly is the winner.

To make the game more challenging teacher or students may not mention the category in the beginning of the game.

(Suzanne, 1998: 6-7)

E. Teaching Yes/No Question Using Twenty Question Game

Grammar is referring to the set of rules that allow us to combine words in our language into larger units (Greenbaum and Nelson, 2002: 1). Grammar is very important too to be learned because it contains of rules that makes our English language is proper. Unfortunately, in many teaching and learning process, grammar is taught monotonously and less effectively. Teachers are talking too much while the students are only listening. The complexity of grammar has created wrong perspective about grammar from
the students and it is made worse because of wrong way which is used by teacher in delivering the material about grammar.

Honestly, teaching grammar is not easy, so there must be one effective way to make grammar is easier to be understood. By implementing games during teaching and learning grammar can be one of effective ways. Games help the students to make them interested in teaching and learning process. Games also help teacher to create contextual teaching and learning process. Games are recommended in enhancing students’ grammar and communication competence.

Based on the reason above, the writer argues that it will be effective teaching yes/no question as one kinds of grammar by using twenty question game. The procedures of teaching yes/no questions by using twenty question game are as follows:

1. Explaining the material

   The writer gives some explanation about yes/no question to the students.

2. Giving twenty question game

   To measure how far the students’ understanding is about yes/no questions, the writer implements twenty question game to the students. Before giving the twenty question game, the writer gives the explanation and the rules of playing twenty question game first. The writer also has decided which version was used.

3. The writer lets the students to play twenty question game.
4. Evaluating the material, in this case is yes/no question.

This evaluation is useful to know students’ success when they play *twenty question* game to produce yes/no questions.

F. Previous Research

*Twenty question* game had been implemented by Jacqueline Lay to teach yes/no questions. He implemented this game in lower intermediate students. He tried to implement this game in a whole class. After finishing the implementation of *twenty question* game in whole class, then he divided students into some groups to practice *twenty question* game again. After the students were being checked and observed, he got that the students were able to use correct yes/no question through *twenty question* game.

Based on the previous research above, the writer wants to implement the *twenty question* game for teaching yes/no questions of tenth grade students of SMKN 1 Banyumas.

G. Basic Assumption

From the theory above, the writer has basic assumption that *twenty question* game is interesting and the writer expects that *twenty question* game is effective to be implemented for teaching yes/no questions.
H. Hypothesis

In this research, the writer has hypothesis that twenty question game is effective for teaching yes/no questions at the tenth grade students of SMKN 1 Banyumas Academic year 2013/2014.