CHAPTER II
THEORETICAL REVIEW

A. Grammar

1. Definition of Grammar

There are some definitions of grammar from several experts. First, Patel (2008: 141) states that grammar is a study of language by specialist, made in order to establish the rules and principles which underline the correct speech and writing, rules and principles which are followed more or less unconsciously by the native speakers. This statement is related to that of Gleason and Ratner (2009: 231–269 in Uibu ) who state that grammar is a set of rules that explores the forms and structures of sentences that can be used in a language. Besides, Carter and McCarthy (2006:2) state that grammar is concerned with how sentences and utterances are formed.

From the definition above, the researcher concludes that grammar is a knowledge that guide language users how to arrange words correctly and meaningfully.

2. Importance of Grammar

Generally, grammar is important aspect in learning English. Grammar is the backbone of any language and must be understood in order to communicate effectively. According to Dykes (2007: 5), grammar deals with the abstract system of rules in terms of which a person’s mastery of his native
language can be explained. Nunan (1991:153) also states that grammar exists to enable to us “mean” and without grammar it is impossible to communicate. Thus statements mean, we have to use good grammar in order to produce and understand sentences correctly. Besides, Nelson (2002: 1) states that grammar is also known as the central of component language and set of rules that allow us to combine words in our language into larger units. Thus, grammar teach about the system of meaning and system of rules from the simply word to phrase or paragraph correctly.

It can be concluded that grammar is crucial in communication, because the use of incorrect grammar can become meaningless and message is unclear. For example, when they are reading English text with inadequate understanding of passive voice, they can be wrong in understanding the content of reading text. And the result, they will get nothing of their activity. For example, they read “he was given a motorcycle”, but because they have lack understanding of passive voice, they could understand it as “he gave a motorcycle”.

3. Teaching Grammar

McKay in Nunan (1991: 154) explains there are three views on how to teach grammar:
a. Teaching grammar entails the formal explanation of grammar rules. While learners who receive a great deal of grammatical explanation will end up knowing quite a lot about the language to communicative effect.

b. Teaching grammar is basically a matter of providing learners with practice in mastering common grammatical pattern through a process of analogy rather than explanation. The learner may become fluent in the structures they have been taught, but may not be able to use them appropriately in genuine communication outside the classroom.

c. Teaching grammar is a matter of giving students the opportunity to use English in a variety of realistic situations.

The researcher concludes that, the students get opportunity to learn grammar with unconventional method in order to master grammar well and can apply in outside classroom.

B. Passive Voice

1. Definition of Passive Voice

   English sentences consist of two forms; active and passive. Passive voice is the form of a verb used when grammatical subject is affected by the action of the verb (Hornby, 1995: 847). Related to this statement, Thomson and Martinent (1986: 263) also state that “the passive voice of an active tense is formed by putting the verb be into the same tense as the active verb and
adding the past participle of the active of verb. Those mean, passive voice need past participle.

In short, the researcher concludes that passive voice is a passive sentence where the subject is affected by an action which is indicated with the form of be followed by verb 3 as a predicate.

2. The Use of Passive Voice

Passive sentence is also used in everyday life. The following are several situations that we have to use passive rather than active according to Thomson and Martinent (1986: 266):

a. When we don’t want to know or to mention the performer.

In passive voice, it is not necessary to mention the doer of an action as it is obvious who he is/was/will be.

Example : The streets are swept everyday.

b. When we don’t know who performed the action.

The passive is used when we don’t know or we don’t know exactly or have forgotten who did the action.

Example : My car has been moved.

The minister was murdered.

c. When the subject of active sentences is people.

Passive voice is used when the subject of the active verb would be people.

Example :
Active : *They installed new computer system yesterday.*

Passive : *The new computer system was installed yesterday.*

d. When we want to avoid in ungrammatical sentence.

This is usually done by avoiding a change of subject. The passive may be used to avoid an awkward sentence.

Example :

Active : *When he arrived home a detective arrested him.*

Passive : *When he arrived home he was arrested by a detective.*

3. **Passive Voice in Tenses**

According to Hornby (1995: 1231), tenses is the form of a verb that may be used to indicate the time of the action expressed by the verb. Related to another term, ”Tenses is a special verb ending or accompanying auxiliary verbs signal the time on events take place” (Frank, 1972:47). The following below explained the various tenses in the passive voice:

**a. Passive Voice in Simple Present Tense**

Passive voice in simple present tense expresses events or situations that exist always, usually, habitually, and fact. The basic pattern of passive voice in simple present tense can be formulated:

\[ S + \text{BE (am/ia/are)} + V3 \]
The patterns are as follows:

1) Positive : S + Am/Is/Are + V3
   (I am hoped to come to the meeting).

2) Negative : S + Am/Is/Are + Not + V3
   (English is not used in my village).

3) Interrogative : Am/Is/Are + S + V3 ?
   (Is gethuk made from cassava?).

4) Interrogative : Question words + Am/Is/Are + S + V3 ?
   (Why is English used in a all over of the worlds?).

b. Passive Voice in Simple Past Tense

Passive voice in simple past tense form shows the past activities. The basic pattern of passive voice in simple past tense is:

S+ BE (was/were) + (V3)

The patterns are as follows:

1) Positive : S + Was/ Were + V3
   (The letter was sent two days ago).

2) Negative : S + Was/ Were + Not + V3
   (Indonesia was not colonized by Amerika).

3) Interrogative : Was/ Were + S + V3 ?
   (Was Indonesia led by Jokowi sixty years ago?).
4) Interrogative: Question words + Was/ Were + S + V3?

(*When was Borobudur built?*).

c. **Passive Voice in Present Continuous Tense**

Passive voice in present continuous tense indicates an action is that in progress at time of speaking. The basic form of passive voice in present continuous tense is:

**S+ BE (am/is/are) + Being + V3**

The patterns are as follow:

1) **Positive**: S + Am/ Is/ Are + Being + V3

   *(The house is being built).*

2) **Negative**: S + Am/ Is/ Are + Not + Being + V3

   *(The room is not being used by the committee).*

3) **Interrogative**: Am/ Is/ Are + S + Being + V3?

   *(Is your car being repaired?)*

4) **Interrogative**: Question words + Am/ Is/ Are + S + Being + V3?

   *(Why is the room F5 being decorated?)*
d. Passive Voice in Modal Auxiliaries

There are modal auxiliaries such as *can, could, will, would, shall, should, may, and must*. The basic pattern of its is: 

**MODAL + BE + V3**

The patterns are as follow:

1) **Positive**   : S + Modal+ Be + V3
    (The work *can be finished* in two weeks).

2) **Negative**  : S + Modal+ Not + Be + V3
    (The book *will not be published* next month).

3) **Interrogative** : Modal+ S+ Be + V3 ?
    (*Must* the room *be decorated* with Javanese style?).

4) **Interrogative**  : Question words + Modal+ S+ Be + V3?.
    (*Why should* the room *be decorated* with Javanese style?).
C. Ludo Game

1. Definition of Game

Ellington (1998: 131) states that “Game is a simple simulation of the process by which the human body protects, being designed to reinforce teaching of this topic in an enjoyable way. Besides, Susanto (2012: 13) states that game can be functioned as a warming up and the way of loosing saturation in learning. In short, game is a way to make classroom activity more interesting.

2. Basic of Ludo Game

According to Carlisle (2009: 815) “Ludo Game is a game in which two or four players race around a board, moving according to rolls of a dice”. Another expert also states that Ludo is a game which can be played by two or four players and is based on rolling a single, six-sided dice (Holscher, 2008: 89).

Initially, Ludo game is used to teach vocabulary. This statement is related to that of Hapsari (2001: 3) who states that Ludo Game is a game that is modified to teach vocabulary list which is merging from Scrabble game for adopting vocabulary learning genre, but the researcher implements and modify this game to teach grammar especially passive voice.
In short, Ludo game is a kind of game for 2 or 4 players, in which the player race their four tokens from start finish according to dice rolls. Here, the researcher modify the original Ludo game by adding question about passive voice in each field.

3. Implementation of Ludo Game in Classroom Activity

To apply this game, we need some equipments, such as dice, 1 dice shaker, pawns, and board game. In general, this game also has some rules as follow:

a. Each player has to shake a dice to go out from player home. The rules are who gets much point can go earlier then continue in a series based on the point they get and who gets point 6 they can shake a dice twice.

b. When the player is located in a field, they have to answer the question orally without see the pattern.

c. Each question has 1-3 scores, it depends on the level of difficulties.

d. Each field cannot be occupied by two player. If it happens, the previous player should go back by stepping back one move.

e. The player should have a strategy and get 4 score if they can reach final home with the time they agreed before.
4. The Steps of Teaching Grammar Through Ludo Game

The steps of teaching grammar through Ludo game as follows:

- First, the teacher divides the students into 4 groups (red, yellow, green, blue).
- Second, the teacher explains the rule of the game.
- Third, the teacher invite the first player of each group to shake a dice to determine who start first. (The player who get high points can go earlier then continue in a series based on the point they get and who get points 6 they can shake a dice twice).
- Fourth, the players have to shake a dice again to started the pawn and answer the question that is included in the field orally.
- Fifth, each player are given 1 minute to answer the questions.
- Sixth, the game is continued until all of group representation can play the game with the time they agreed before.
D. Basic Assumption

The students regard difficult when they learning grammar, because it is very complicated. In the second grade of senior high school, the students have to encourage more about their English skills, so they prefer to study in an enjoyable situation. The researcher implemented Ludo game to teach grammar, because it is interesting technique which make the students enjoyed and motivated when they learnt passive voice. This game was easy to be applied and helped the students in understanding and remembering some patterns of passive voice.

E. Hypothesis

Based on the basic assumption above, the researcher proposed the hypothesis that Ludo game was effective for teaching passive voice to the second grade students of SMK Negeri 3 Purwokerto in academic year 2016/2017.