

CHAPTER II

THEORETICAL REVIEW

A. Definition of Grammar

There are at least two basic definitions of grammar. Hall (1993:3) grammar is a description of certain organising particular language. It usually includes Phonological (sound), morphological (word composition) points.

Mc Kay in Nunan (1991: 154) suggested that there are three different views on what is means to teaching grammar. The first view is teaching grammar entails the formal explanation of grammar rules. The second view is that teaching grammar is basically a matter of providing learners with a pattern through a process of analogy rather than explanation. The third view is that teaching grammar is a matter of giving students the opportunity to use English in a variety realistic situations. The realistic situation can be provided through nteresting and challenging teaching learning process especially in teaching grammar as the basic fondation of language.

B. Definition of Question

Questions is something that is asked, interrogative sentence as in seeking to learn or in testing another's knowledge, query (Webster's, 1995 : 1102). A question is the asking of something (noun) and question means to ask something or to doubt something (verb).<http://www.yourdictionary.com/question>

Question and answer is very important in our communication. The students can be said that they comprehended grammar, if they can arrange the WH-Questions task correctly.

C. Kinds of Question

According to Frank (1972 : 88), there are three kinds of questions in English:

1. Yes-No Question

These are simple questions eliciting the answer “yes or no” only. In other hand, yes or no questions are formed by placing be, have, do or modal before the subject. The example : Do you like coffee? Yes,I do.

Is she happy? Yes, she is

2. Attached Question (Tag Question)

Azar (1989: 177) states that a tag questions is a question that is added into the end of a sentence. In other word, tag question is a short question in the end of the sentence and auxiliary verb is used in a tag question.

The Example : You are here, are not you?

This is your glasses, is not it?

3. Interrogative Word Questions or WH-Question

These are questions that elicit specific information.

The Example : What is it ? It is a car

Where do you live? I live in Purwokerto

According to Frank (1993:128) question word as interrogatives word is a question that elicit specific information, person, palce, time and etc. Azar (1993 : 128) states that WH-Question or an informative question is a question that asks for information by using a question word : when, what, where, who, why, which, whom, whose, and how. WH-Question will be taken by the writer as a subject of discussion in this research. The question words are when, where, who, what, why, how, and etc.

D. WH-Questions

1. Definition of WH-Question

It is stated by Azar (1993;128) that WH-Questions or an informative question is a question that ask for information by using question words; what, where, who, when, which, why, and how.

According to Frank (1972 : 91) interrogative questions are such questions that begin with either interrogative adverb (why, when, where, how), or with interrogative pronouns (who-whom for object, whose for possessive, what and which). They are sometimes called “content of reply”. They do not query the truth of the statement, but they ask for details about part of it.

It is concluded from the explanation above that the terms of WH-Questions cover all questions beginning with question words; what, where, when, why, who, and how.

2. The Functions of WH-Questions

As we know that WH-Question is a question beginning with what, who, where, when, why, and how. This words is use to ask certain types of questions.

WH-Questions allow a speaker to find out more information about topic. They are as follow:

Table 2.1
The use of WH-Questions

WH-Questions	Purpose	Example
When	time	When did she leave?
What	Object/idea/action	What is your name?
Where	Place	Where does he live?
Who	Person	Who is she?
Why	Reason	Why you leave this room?
How	Manner/condition/quality	How are you?

Other words can also be used to inquire about specific information:

Table 2.2
Other uses of WH-Questions:

WH-Questions	Purpose	Example
Which	Choice of alternatives	Which blouse should i wear?
Whose	Possesion	Whose are this book?
Whom	Person (object)	Whom should i ask to?
How much	Price, amount (uncount)	How much was that shoes?
How many	Quantity (countable)	How many friends come?
How far	Distance	How far is your house from here?
How often	Frequency	How often you came to library in a week?

www.esgold.com/grammar/wh-question

The further explanation is there are some patterns of WH-Questions. two of them are proposed by Frank, (1972:77-81) and Azar (1999:A9-A10), they are:

a. Interrogative adverbs (where, when, why, and how)

1). Where

This is used to ask about place

e.g. Where do you buy this shoes?

2). When

This is used to ask about time

e.g. When do you back to your country?

3). Why

This is used to ask about reason

e.g. Why do you live your city two month ago?

4). How

a). How generally ask about manner

e.g. How does he arrive?

b).How is used with much and many

e.g. How much money do you have?

How many books are there?

c).How is also used with adjective and adverbs

e.g. How strong are you?

How old are you?

How often you come to this restaurant?

How far bus station from here?

- b. Interrogative pronouns and adjective (who, whose, whom, which, and what)

1). Who

It is used as subject or object of question

- a). Who as the subject

e.g. Who is she?

- b). Who as object

e.g. who did you look for?

2). Whom

Used as object of a verb or preposition. In spoken English, whom is rarely used, who is instead “whom” is used only in formal question.

Note : Whom (not who) is used if preceded by preposition

Example : Who(m) should i talk?

3). Whose

Used as a subject or object of question. It is used to ask question about possession.

- a). Whose as a subject

e.g. Whose bicycle is this?

- b). Whose as object

e.g. Whose bag did you borrow?

4). Which

Used instead of what when a question concern choosing from a definite, known quality or group. “Which” can be used for asking person or things.

a). It can be used as subject

e.g. Which of them is the youngest?

b). It can be used as object

5). What

a) Used as subject of question. It refers to ‘think’.

e.g. What makes you look sad?

b) Used as an object

e.g. What do you want?

c) “What kind of” is used to ask about the particular variety or type of something

e.g. what kind of shoes do you buy?

d) What + a form of do are used to ask question about activities

e.g. What are you doing?

e) What may accompany a noun

e.g. What colors is her lipstick?

f) What + be like is a request for description and can be used for things or people

e.g. What is the movie like?

g) What + look like asks for a physical description

e.g. What does he look like ?

h) What can be used to ask about profession

e.g. What is her job?

According to Thomson and Martinet (1986:73-74) there are some of WH-Questions which can be replaced by an interrogative word “what “ with some changes in its structure.

How : By what means/ what way

How age :What is your age ?

How much : What does it cost? What is the price?

Why : what the reason?

When : At the time

In this research the writer wants to conduct WH-Question teaching by using Identity card and the writer will teach WH-Question in Identity card.

1. The pattern of WH-Questions

According to Suroso (2007 : 5) the pattern sentences of WH-Question are divided into some categories, such as:

a. Asking Subject

Table 2.3

WHO WHAT	VERB (S)	OBJECT ADVERB /
Who	teaches	you English?
What	make	day and night?
Who	lives	near the beach?

b. Asking other than Subject

Table 2.4

QW	DO/DOES	SUBJECT	VERB 1	OBJECTIVE /ADVERB
Where	Does	Zakia	save	her money?
Why	Do	you	need	this book?
How many pen	Do	you	have?	
What	Do	you	teach	today?

c. We can also make negative question by using “not” after do / does.

1. Asking Subject

Table 2.5

WHO	DOESN'T	VERB 1	OBJECT/ADVERB
Who	doesn't	bring	pen?
Which car	doesn't	have	air conditioner?

2. Asking other than Subject

This kind of negative question often use word “why”.

Table 2.6

QUESTION WORD	DON'T DOESN'T	SUBJECT	VERB1	OBJECT/ADVERB
Why	doesn't	he	agree	with us?
Why	don't	you	bring	money?

d. Question Word without Verb

Table 2.7

QUESTION WORD	BE	SUBJECT	COMPLIMENT
Why	are	you	sad?
Where	Is	Anna?	
How old	Is	your mother?	
Why	Is	this book	so expensive?
What	Is	your	name?

2. The pattern of WH-Question (simple past tense)

a. Asking Subject

Question word which ask subject use “ who, what, how many, and etc.

Table 2.8

WHO WHAT	VERB 2	OBJECT/ ADVERB
Who	Wrote	this letter
What	Caused	the Diponegoro war?
How many Students	Came	to the farewell party?
Which team	Won	the last world cup?

b. Asking other than Subject

Table 2.9

QUESTION WORD	DID	SUBJECT	VERB1	OBJECT/ ADVERB
What	did	we	study	last week?
Why	did	You	say	that to me?
When	did	Gusdur	die?	

Here the example of scoring WH-Questions

Table 2.10
Asking for subject

No	Student Answer	Aspects of Constructing WH-Questions					Score
		QW	Aux	Subject	Verb	Object/ compliment	
1	Who brings this pen?	√	–	–	√	√	1
2	Who does bring this pen?	√	√	–	√	√	0

Table 2.11
Asking for non-subject

No	Student Answer	Aspects of Constructing WH-Questions					Score
		QW	Aux	Subject	Verb	Object/ compliment	
1	When do you go to Purwokerto?	√	–	√	√	√	1
2	When you Purwokerto?	√	×	–		√	0

Where :√ = Correct

X = Wrong

– = Not Necessary

E. Instructional Media

1. Definition of Instructional Media

Media are the plural form of “medium”, it means connector of intermmEDIATE. Media are used to facilitate transfer the message from sender to the receiver in learning process (Sadiman, 1993 :

6). Instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting his/her lessons. Instructional media are information carriers designed specifically to fulfill objectives in a teaching-learning situation. They are very important in language teaching, especially the foreign language, because they facilitate the direct association between sounds and their symbols and also word and the objects they represent. They help to vividly illustrate meanings of things because they are associated with materials used by the teacher to improve the quality of his teaching.

Media are very useful to support student learning process. Bretz said in Sadiman (1993 : 20) he separated media into three main elements namely : sound, visual, and movement. Identity card is one part of media. It belongs to a type of visual media.

2. Types of Instructional Media

Instructional media according Mustapha et al. (2002) and Azikiwe (2007) as cited in Nursiti.(2015) are usually classified based on the characteristics they exhibit. There is a wide variety of instructional media which could be profitably and effectively used in the second language classroom learning situation. They could be broadly classified into four group namely visual aids, audio-visual aids, audio aids and resources (human and materials). They consist of:

a. Visual Media

Visual media are resource materials and devices that appeal to the sense of sight and touch as well as sense of smell or media that is interpreted using primarily what humans see, as opposed to aural or tactile media.. Types of visual media include digital and printed images, photography, graphic design, fashion, videos, architectural structures and fine arts. Visual media is seen on billboards, smartphones, newspapers, screen projectors, posters, televisions, computers and various other mediums and devices.

b. Audio Media

The audio aids are instructional materials that appeal to the sense of hearing and touch too. They include records and record players, tapes and tape recorder, radio and language laboratories. Resources could be human or materials.

c. Audio-Visual Media

Audio Visual Aids are also called instructional material. Audio literally means “hearing” and “visual” means that which is found by seeing. So all such aids, which endeavor to make the knowledge clear to us through our sense are called “Audio Visual Aids”. All these learning material make the learning situations as real as possible and give us firsthand knowledge through the organs of hearing and seeing. The example of Audio-Visual media are LCD project, Film projector, TV, Computer, VCD player, Virtual Classroom, Multimedia etc.

F. Identity Card

1. Definition of Identity Card

Identity card is defined as “ a card bearing the holder’s name, signature, etc. And often photograph, carried or worn by somebody to show who they are “. (Hornby, 1989 : 762)

According to Masduki in Cahyono (2011 :143) the government of Indonesia determines that it is obligatory to all citizen at least at the age of seventeen to hold ID cards. The information included for Indonesian ID cards includes : National identity register, full name, date of birth, gender, address, street name, number, alley, neighborhood, village, district, regency, religion, occupation, facial dimensions/features, single/married, blood type, nationality, expired date.

The information that available a foreign ID are different from the one in the Indonesian form. The information includes : address, gender, date of birth, biometric information : fingerprints, facial dimensions/features. National identity register information all name ever used, place of birth, all address ever lived at, and the provide live there, nationality and immigration status. All indformation would be accessible to the police, government department, the Inland Revenue, immigration and intelligence services. More controversially, it is also possible that medical history and criminal records might be included in the National Identity Register.

The age of Junior High School students are from 12-15 years old, and they are do not have their own ID card from Government. They can

get their own ID in 17 years old and if they are can fulfill the requirements from the Government, but they can get or have their ID card from their school. The name of their card in school is “ OSIS Card” that contain of name, age , address, gender, photo, blood type, students registration number, and tec.

Considering both lists, the writer want to ask the student to consider what information that they would want to be on an ID card and what they would not want to be included on ID card. The teacher ask them to consider why they want certain information to be included and other information not to be included and other information no to be included. They could discuss in their groups and note down the main points. Finally the broad comment/reaction could be written on a flip chart or another medium as general heading such as “Rights” and “Privacy”.

The writer is interested in providing the students, as the second language learners with an identity card, because of its beneficial aspects. It has factual relevance toward basic competence of school based in the second grades of Junior High School as the learning objectivities state that the students are supposed to be able to:

1. Ask and answer the question about themselves : name, address, age, gender or sex, physical appearance, nationality, maritas status, birthday and play, occupation or job, blood type, and many others.

By applying the identity card as a media in teaching English, it is expected to assume that the teaching learning process will run better. The atmoshphere of the classroom is suggested to be warm, active, effective,

and enjoyable (Basirun, 2005). The other consideration of selecting identity card, as familiar resources, is that it can arouse both the students' interest and motivation in learning process. It is hoped that it can also significantly affect the learners' competence toward the target language. Especially in teaching WH-Question.

G. Personal Information

Personal information is information about the personals information of individuals which is a brief note of image of someone. Personal information includes name, address, date of birth, place of birth, age, blood type, religion, marital status, gender and others. All of people have their own personal informations. In indonesia itself many documents that contains of personal informations such like Identity Card or we caled it by KTP, driving license, or letter of birthmark. All personal information are made by Government and it is legal document. Because the status is being verified by the gorvernment when someone was born. When someone does not has their won document about their personal information it will be make the difficult to do anything such as make a document, applying job or register school, because there is no legal document about theirsself.

H. Procedure of Teaching WH-Question Using Identity Card

Identity card as a medium that can be used to teach WH-Question. According to Masduki in Cahyono (2011 : 149) the teaching should proceed as follows:

1. Pre – teaching

- a. Prepare the handout relevant to the teaching materials: the example of identity card and the questions and answer using WH-Question words.
 - b. Copy the worksheet as many as the number of students, then distribute the to the students
2. Whilst – teaching
- a. Ask the students to read the handout containing the identity card
 - b. Ask the students to identify and mention some elements in the identity card individually in five minutes.
 - c. Ask the students to do exercise 1
 - d. Ask the students to discuss what they have done from exercise 1
 - e. Ask the students to do exercise 2 consisting of lists words taken from the Identity Card then match them with the appropriate WH-Question words given
 - f. Discuss the students' answer. Ask the student to match the keys with their answers.
 - g. Ask the students to write question and answer based on the question like the examples
 - h. At the same time, the teacher monitors the students activities.
3. Post – teaching
- a. After discussing the two exercises, ask the students to make a group of two to practice asking question and answer orally.
 - b. Ask the students to ask some possible questions related to the problem and difficulties during doing the conversation

4. Basic Assumption

Based on the statement above, the writer assumes that identity card is suitable to teach WH-Question. Teaching WH-Question through identity card can increased students competence in learning English. This research purposive that teaching WH-Question using identity card, hopefully can be effective way of learning for students mastery of WH-Question.

5. Hypothesis

Identity card as a personal formal document, is a meaningful resource for teaching english because its contains of personal details that describe someone's identity in the form of noun phrases. The details in the identity cards are cardinal number, name, date of birth, address, bood type, nationality, marital status, gender job or occupation, physical appearance and religion.

Those noun phrase can be explore as to drill the students obtain ability of "WH" questioning. Based on the basic assumption above the writer have a hypothesis that identity card as a teaching media is effective in teaching WH-Questions at the eight grade students of Junior High School 2 Kedungbanteng, academic year 2016/2017.