

CHAPTER II

THEORETICAL REVIEW

A. Grammar

1. The Definition of Grammar

Hornby (1995: 517) defines grammar is study or science of rules in a language for changing the form of words and combining them into sentences. According to Harmer in Uni (2010: 5) grammar is as the study and practice of the rules by which words their forms into sentences. From the definition above, the rule of grammar is about how words combine into sentences to make meaning.

2. The Importance of Learning Grammar

Grammar is one of the language elements that are considered the most important aspect in learning a language. It means that when one wants to learn language she or he also has to understand its grammar because grammar is the basic of language.

Wilkins as quoted by Nunan (1991: 152) says that acquiring the grammatical system of the target language of a central is importance, because inadequate knowledge of grammar would severelly constrain linguistic creativity and limit the capacity for communication.

The students will get a good use of English effectively as a basic knowledge of a language grammar. They will not be able to use English well because without grammar a language is meaningless.

Based on the explanation all above, grammar is a set of rules and pattern that can be used to make a sentence grammatically.

B. Gerund

1. The Definition of Gerund

Hornby (1995: 493) states that gerund is verbal noun. Swan (2005: xix) conveys that gerund is the form of a verb ending in –ing, used like a noun (for example, as subject or object of a sentence). In addition, Echols and Sadili (1976: 266) say that gerund is noun formed by word which is added –ing. Mas’ud (1996: 248) states that gerund is the form of verb-ing from the verb which is functioned as noun. Azar (1992: 150) says that gerund is the –ing form of a verb used as a noun.

Gerund is a verbal that ends in –ing and functions as noun. The term verbal indicates a gerund, like the other two kinds of verbal is based on a verb and therefore expresses action or a state of being (<http://owl.english.purdue.edu/>).

2. Kinds of Gerund

There are some kinds of gerund such as:

a. Gerund as Subject

Gerund can be as Subject of a sentence when action is being considered in a general sense.

For example:

Eating vegetables and fruits are good for your health.

Smoking is a bad habit.

Reading is my hobby.

Eating, smoking and reading are used as the subject of the sentence. Gerund also can be used after that.

For example:

I believe that reading adds someone's knowledge.

(Mas'ud, 1996: 248)

b. Gerund as Complement

Since gerund can be used as nouns, they can serve as subject complement as well. In the following sentence, the gerund phrases like true noun complements are equivalent to the subject.

For example:

Ana's favorite sport is swimming in the swimming pool.

One of his worst habits is telling lies.

(Mas'ud, 1996: 248)

c. Gerund as Object

After some verbs we can use an -ing form (gerund). Some common verbs such as:

<i>admit</i>	<i>discuss</i>	<i>practice</i>
<i>advise</i>	<i>dislike</i>	<i>appreciate</i>
<i>remember</i>	<i>enjoy</i>	<i>anticipate</i>
<i>finish</i>	<i>report</i>	<i>avoid</i>
<i>risk</i>	<i>begin</i>	<i>start</i>
<i>involve</i>	<i>stop</i>	<i>complete</i>
<i>keep</i>	<i>suggest</i>	<i>continue</i>

<i>love</i>	<i>tolerate</i>	<i>consider</i>
<i>delay</i>	<i>mind</i>	<i>understand</i>
<i>deny</i>	<i>miss</i>	<i>quit</i>
<i>postpone</i>	<i>recollect</i>	<i>recall</i>
<i>endure</i>		

For examples:

She enjoys watching television.

Mr. Hasan loves eating a green apple everyday.

My teacher starts teaching a new material.

I prefer eating mango to eating strawberry.

(Mas'ud, 1996: 251)

d. Gerund is used after Preposition

Gerund is used after preposition such as: by, after, before, about, without, instead of, in, through, for, from, besides, because of.

For examples:

- 1) Marsha follows an English examination without preparing.
- 2) Mrs. Bian invites me before shopping.
- 3) After washing the rice, Mary cooked it.

Preparing, washing and shopping are used after preposition.

When verb is placed immediately after a preposition, gerund form must be used.

(Mas'ud, 1996: 249)

e. Gerund is used after verb +preposition

Some of verb+ preposition take the gerund:

<i>approve of</i>	<i>dream of</i>	<i>insist on</i>
<i>begin on</i>	<i>give up</i>	<i>go on</i>
<i>think of</i>	<i>keep on</i>	<i>depends on</i>
<i>succeed in</i>	<i>congratulate on</i>	<i>confess to</i>
<i>look forward to</i>	<i>object to</i>	<i>prefer...to....</i>
<i>carry on</i>	<i>put off</i>	

For examples:

- 1) Ari thinks of cooking a bowl of meatball.
- 2) The chief keeps on cooking pizza.
- 3) Henry is thinking of going to London.

(Mas'ud, 1996: 250)

f. Gerund is used after Possessive Pronoun.

My, his, her, your, our, its, their.

For example:

- 1) Her writing is good.
- 2) His reading is clear.

g. The Passive Gerund (Gerund which forms Passive)

We often use a gerund after the verbs *need*, *require* and *want*.

For example:

- 1) The car is broken. It needs repairing (this car needs to be repaired)
- 2) The letter requires signing (this letter needs to be signed)

(Mas'ud, 1996: 254)

h. Gerund is used after NO..... It is to form prohibition.

For example:

- 1) No parking!
- 2) No smoking!

(Mas'ud, 1996: 248)

i. Gerund is used as Appositive in a sentence.

For example:

- 1) She had a bad habit, gambling.
- 2) Her favorite exercise, swimming in the pool, makes her body strong.

(Mas'ud, 1996: 249)

j. Gerund is used after certain phrases, such as:

It is no use.....

It is worth.....

It is no good.....

subject+ cannot help....

Would you mind.....(-/?)

cannot stand....

For example:

- 1) I think it is no use trying again.
- 2) I cannot help feeling angry about it.
- 3) Would you mind waiting a moment?
- 4) It is no good hoping for their help.
- 5) This book is worth reading.

(Mas'ud, 1996: 249)

k. Gerund is used after Adjective+ preposition

accustomed to *capable of* *successful in*
afraid of *intent on* *sorry for*
fond of *interested in* *tired of*
used to

For example:

- 1) I am tired of doing the work again.
- 2) Mary is fond of dancing.
- 3) We are interested in reading this book.

(Mas'ud, 1996: 250)

l. Gerund is used after Noun + Preposition.

choice of *intention of* *reason for*
excuse for *possibility of* *method of*
art of *opportunity of* *habit of*
idea of *importance of* *right of*
chance of *method of*

For example:

- 1) There is a reason for leaving so early.
- 2) I do not like the idea of spending so much money.
- 3) She is glad to have this opportunity of coming to visit your country.

(Mas'ud, 1996: 251)

m. Gerund is used after word Go

It is used to show activity of recreation.

go camping *go hiking* *go swimming*
go sailing *go fishing* *go hunting*

For example:

- 1) We went fishing yesterday.
- 2) She will go camping next week.
- 3) Did you go sailing last week?

(Mas'ud, 1996: 252)

C. Mnemonic Acronym

1. The Definition of Mnemonic Acronym

Mnemonic acronym is a technique to facilitate in memorizing words through initial letter of each the word to form a new words (<http://Intelegan.Inc>). In addition, Sternberg (2006: 200) states that mnemonic acronym is device a word or expression in which each of its letters stands for a certain other word or concept. Associating a list or concept with a certain words that can be used as an acronym to remember the terms which must be recalled is an effective way to commit something to memory (<http://memorizationtips.com>). Furthermore, London (1975: 259) conveys that mnemonic acronym is the first letter of the words that has to be remembered. So, it is a device that is used to improve memory. Keeley (1997) conveys that mnemonic acronym is combination of letters with each letter acting as cue to an idea you need to remember (<http://keeley@bucks.edu>). Rubin in Suwartono (2008: 14) states that

strategy which influences directly to the study is memorization such as writing a new thing, finding aid to memorize and writing repetitively.

Mnemonic acronym comes from the word mnemonic and word acronym. Mnemonic comes from Greek which means aid to memory (Mangal, 2004: 270). Best in Sternberg (2006: 200) says that mnemonic devices are specific techniques to help you memorize list of words. Walter (2008) states that mnemonic is something such as a very short poem or a special word used to help a person remember something. Hence, mnemonic is a device that is used to help the students learn and remember a piece of information. In mnemonic, there are some devices such as rhythm, method of loci, and acronym. In this research, the writer just talks about mnemonic acronym. Walter (2008) states that acronym is an abbreviation that consists of the letters of each word in the name of something and pronounce as a word.

2. The Advantage of Mnemonic Acronym

Mangal (2004: 270) says that mnemonic acronym provides useful associations and connections for remembering the required material. It means that mnemonic acronym can be able to help the students to memorize gerund.

3. The Pattern of Mnemonic Acronym

This technique is formulated by the first letter of the words into word or phrase or nonsensical word or phrase. Sternberg (2006: 202) states that this technique is more useful if the first letters of the words to be

memorized actually can be formed into a word, phrase or something even if the word or phrase is nonsensical. The writer also uses contraction acronym because if the writer do not use it, the word or phrase cannot be formed into an interesting ones. In contraction acronym, the writer uses two types, such as formation of the first syllable of every component and formation of the first syllable of the first word and the second along with the first letter of the next component (Kridalaksana, 1992: 170). There is other term which has the same meaning with contraction. It is syllabic acronym. It is related to blending words. Some two-syllable and three syllable forms for example Amoco = American Oil Company (<http://encyclopedia.com>). The writer also categorizes the words in groups of verb + preposition, adjective + preposition and noun + preposition.

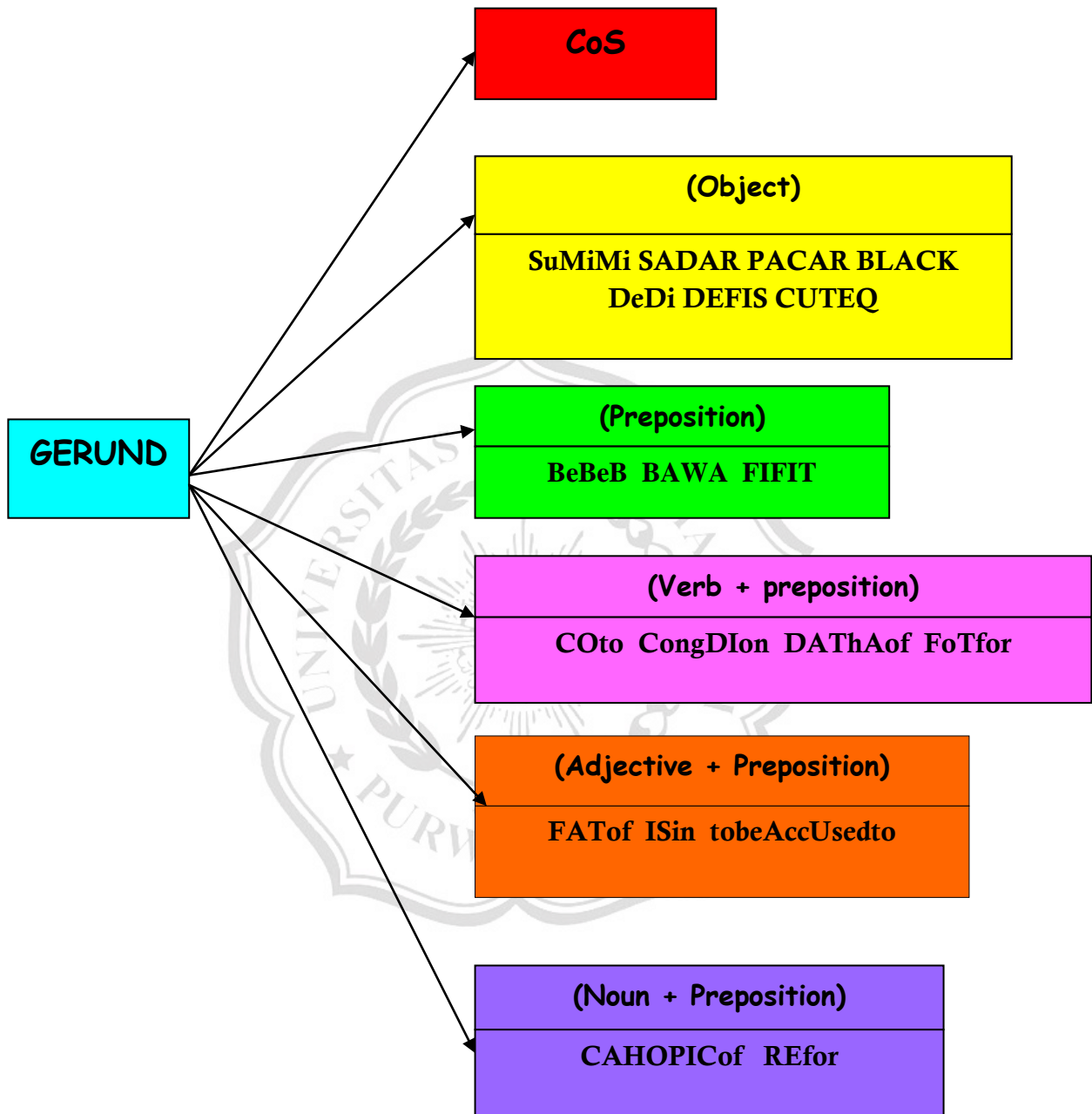
In this research the writer will combine the diagram and colors. Through image, colors and acronym can facilitate people or students in learning gerund. The writer uses the bright colors for the diagram. Campbell, Bruce and Dee (2006: 127) say that anxiety and happiness in learning the material can be appeared by visual color, shape and image. Color is the important of visual component. Color can strengthen memory. In addition, Rose and Nicholl (2002: 139) state that the use symbol, color, words and picture are to make it easy remembered.

In this research, the writer uses some colors and a diagram. Diagram is as an image or pictures to help the students in memorizing gerund. By adding diagram, the students will imagine the diagram itself

with colors and words or phrase in it. So, they will remember the sequence of gerund's pattern.



The Diagram of Gerund



Explanation of the Diagram of Mnemonic Acronym:

CoS : Complement Subject

Gerund as Object:

SuMiMi SADAR PACAR BLACK DeDi DeFIS CUTE :

SuMiMi : Suggest, Mind, Miss

SADAR : Stop, Admit, Dislike, Advice, Report

PACAR : Practice, Avoid, Consider, Anticipate, Remember

BLACK : Begin, Love, Appreciate, Continue, Keep

DeDi : Deny, Discuss

DEFIS : Delay, Endure, Finish, Involve, Start

CUTEQ : Complete, Understand, Tolerate, Enjoy, Quit

Gerund after Preposition:

BeBeB BAWA FIFIT : Before, Because of, By

Besides, After, Without, About

For, In, From, Instead of, Through

Gerund after Verb + Preposition:

COto CongDion DATHAof FoTfor:

COto : Confess to, Object to

CongDIon : Congratulate on, Depend on, Insist on

DAThAof : Dream of, Approve of, Think of, Accuse of

FoTfor : Forgive of, Thank for

Gerund after Adjective + Preposition:

FATof ISin tobeAccUsedto :

FATof : Fond of, Afraid of, Tired of

ISin : Interested in, Successful in

tobeAccUsedto : to be (am, are, is, was, were) + Accustomed + to,
to be (am, are, is, was, were) + Used + to

Gerund after Noun + Preposition :

CAHOPICof REfor :

CAHOPICof : Choice of, Advantage of, Habit of, Opportunity of,
Possibility of, Idea of, Chance of

REfor : Reason for, Excuse for

D. Teaching Gerund through Mnemonic Acronym

The ways of giving the material to the students are as follows:

1. The writer gives warming up to the students.
2. The writer shows them the diagram of mnemonic acronym. In the 1st teaching learning process, the writer just shows the diagram of acronym of gerund as complement, subject and object. In the 2nd teaching learning process the writer shows the diagram of acronym of gerund is used after preposition and verb + preposition. In the 3rd teaching learning process the writer shows the diagram of acronym of gerund is used after adjective + preposition and noun + preposition. The writer explains the material by using mnemonic acronym.
3. The writer distributes the material to the students and explains it to them.
4. The writer asks them to imagine the diagram of mnemonic acronym in their mind.
5. Then, the writer gives them some exercises in the written form.
6. In the post activity, the writer encourages them to conclude the material for today.
7. In post activity of the 3rd teaching learning process, the writer distributes the whole diagram of mnemonic acronym. It is done to give them know the whole material that they have to learn.

E. Basic Assumption

Using Mnemonic Acronym technique in classroom is one of the techniques to help them in memorizing gerund because there are many rules of gerund that they should remember. Diagram is as an image and it is combined by using bright colors to strengthen their memory in remembering the information that has been learnt. When they are interested in learning Gerund, they will be easier in learning it. Hence, this technique is effective for teaching gerund.

F. Hypothesis

The Hypothesis of the study is Mnemonic Acronym Technique is effective for teaching gerund at the eleventh grade of SMK N 2 Purwokerto.

