CHAPTER II
THEORETICAL REVIEW

A. Grammar

1. Definition of Grammar

There are many experts who define the term of grammar. Pei (1971: 421) states, “The study or the science of the usage of a language; the principle of correct usage; a treatise on this subject; speech on writing in accordance with established grammatical usage.” According to Eyres (2000: 4), “The rules which govern how elements of language are put together are known as grammar.

The goal of grammar is basically same to an adequate description of the sentence level formal features of language. In a simple way, grammar is a description of how the elements of language are systematically combined.

2. The Importance of Grammar

We know that every language has its own grammar, therefore someone who wants to learn a language has to understand its grammar. Grammar is considered as human being language knowledge and what their brains know that allow them to use a certain language. Finnochiaro (1974: 61) states,

“The grammar terms are used in helping the students to see the form meaning, position and function of any new item. It will depend on a great extent on their knowledge of grammatical terms in their native language.”

Mastering grammar helps us to understand every word that you are now reading as well as speak and write words and sentence of your own.
It can be concluded that learning grammar is very important for language learner because they will find many difficulties if they do not learn grammar, for example: We they are reading English text but they do not understand English grammar, they can be wrong in getting the content of reading text. And the result they will get nothing of their activity. When they have conversation with the other people, grammar also takes a part here. As the example, when the want to say “I want to take you back” but they have lack understanding grammar. It could happen to say “I want to take you back”. In speaking it is vital matter. It is because when they omit “to” there will be same pronunciation but different meaning. It causes misunderstanding such the situation can make someone offended, confused, and even angry.

It proves that grammar is very important in learning a language. It can help the students understand a language by knowing the form, position, function, and meaning of certain of grammar language because grammar helps the students to see the form meaning, position, and function of any new item.

3. **The Kinds of Tenses**

Tenses are very complicated but they are very important. People cannot use them all whether speaking and writing English skills well without understanding the tenses. They should know the meaning of every tense.

According to Azar (1996: 2-53), English has twelve forms of tenses:

a. **Simple Present Tense**

It is used to talk about things in general.

Example: He needs a pen right now.
b. Simple Past Tense

It is used to express an activity or situation began and ended at a particular time in the past.

Example: I bought a new car yesterday.

c. Simple Future Tense

It is used to express an activity that will be progress at a time in the future.

Example: I will be studying when you come.

d. Past Continuous Tense

It is used to say that somebody was in the middle of doing something at a certain time.

Example: I was walking down the street when it began to rain.

e. Present Continuous Tense

It is used to say that we are in the middle of an action.

Example: I am writing a letter.

f. Future Continuous Tense

It is used to express an activity that will be in progress at a time in the future.

Example: I will be studying when you come.

g. Past Perfect Tense

It is used to express an activity that was completed before another activity or time in the past.

Example: They had already eaten by the time I got home.
h. Present Perfect Tense

It is used to say something that happened in the past until now.

Example: She has just played badminton.

i. Future Perfect Tense

It is used to express an activity that will be completed before another time or event in the future.

Example: The next time I see you, I will have a graduated.

j. Past Perfect Continuous Tense

It is used to emphasize the duration of an activity that was in progress before another activity or time in the past.

Example: I had been waiting for him since four – thirty. He finally came at six o’clock.

k. Present Perfect Continuous Tense

It is used to tell about something that happens at a certain times in the past until now when the speaker is speaking.

Example: I have been writing a letter.

l. Future Perfect Continuous Tense

It is used to emphasize the duration of an activity that will be in progress before another time or event in the future.

Example: I will have been sleeping for two hours by the time he gets home.

From the statement above, it can conclude that tenses are the time expressed by verb and continuance at the action states or expressed by the
verb. It is indicated whether an action, activity or states is past, present or future.

B. Simple Present Tense

1. Definition of Simple Present Tense

Simple Present Tense is used to tell daily activity or to describe an activity. There are some patterns of simple present tense:

**PATTERN A**

<table>
<thead>
<tr>
<th>Subject</th>
<th>To be (is, am are)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Am</td>
</tr>
<tr>
<td>You/they/we</td>
<td>Are</td>
</tr>
<tr>
<td>She/he/it</td>
<td>Is</td>
</tr>
</tbody>
</table>

**Positive Form**

Subject + to be (is, am, are) + ...........

Example: I am here every Sunday.

**Negative Form**

Subject + to be (is, am, are) + not + ...........

Example: We are not farmers.

**Interrogative Form**

To be (is, am, are) + Subject + ...........

Example: Are you hungry?
PATTERN B

Positive Form

Subject + V1

I / You / They / We  + V1
He / She / It    + V1 (s/es)

Example: I read a newspaper every morning.
          He works hard everyday.

Negative form

Subject + Do/Does + Not + V1

I / You / They / We  + Do   + Not + V1
He / She / It    + Does + Not + V1

Example: I do not read a newspaper every morning.
          He does not work hard everyday.

Interrogative form

Do/Does + Subject + V1?

Do            + I / You / They / We  + V1?
Does          + She/He/It        + V1?
Example: Do they read newspaper every morning?

Does he work hard everyday?

If the subject He, She, It, the verb change

a. Infinitive + S
   
   To speaks → speaks
   
   To help → helps

b. Infinitive ending by vocal O + es
   
   To do → does
   
   To go → goes

c. Infinitive ending by consonant ch, sh, s, + es
   
   To teach → teaches
   
   To wish → wishes
   
   To discuss → discusses
   
   To fix → fixes

d. Infinitive ending by vocal e (event the sound Z or J) + S
   
   To use → uses
   
   To change → changes

e. Infinitive ending by consonant Y which is to be a head by another consonant + es
   
   To fly → flies
   
   To study → studies

f. Infinitive ending by consonant which is to be a head by vocal + S
   
   To buy → buys
To play → plays

Infinitive do not change if it is with modal (can, could, may, might, must, shall, should, will, would) conjunction (do, does, did) to be a head.

The subject are He, She, It, They, I, You.

Example: He can speak English

She may go home

They must work hard

2. The Function of Simple Present Tense

According to Azar (1993: 3), simple present tense is used to talk about thinks in general. We are not thinking only about the present; we use to say that something is happening all the time repeatedly or the something is true in general. It is not in important whether the action is happening at the time of speaking or not.

According to Azar (1993: 3), there are some uses of simple present tense. Those are:

a. Used to show how we usually do thing

I get up at 8 o’clock every morning

Rice does not grow in Britain.

b. Used to make the suggestion

Why do not you go to bed?

According to Hornby (1975: 82), simple present tense is used to:

1) Describe an activity that is actually in progress at the time of speaking.
I sift flour, salt, and baking powder into a bowl, I mix them well, and then I break the eggs into a cup. If they are good, I add them to the mixture in the bowl … etc.

2) Give commentaries e.g. as broadcast during a supporting vent such as a football or a horse race. If however, the activity is extended in time before and after the moment of speaking.

Green passes to Brown. Brown passes it to Black whom heads it past the goalkeeper and scores.

c. Used to exclamatory sentences beginning with here and there.

Here he comes.

Here comes the boss.

d. Used as a verb of perception

Do you hear a strange noise?

The milk tastes sweet.

e. Used as the verb continue

The weather continuous cold and wet (it is still raining)

The war goes on, with all its hardship and horrors.

f. Used in general statements of what was true in past time is true now and is like by to be true III the future tense.

The sun shines during the day.

The earth moves round the sun.
g. Used for references to what was communicated the past it indicated that what was communicated continuous to be true or effective. The verbs say fell, write, learn, see, and used.

The newspapers say, it’s going to be cloudy today.

The other of this look says that …..

3. Test of Simple Present Tense

Test of simple present tense is related to test grammar. It is because when we construct simple present tense, we must give attention to the rule of the grammar. Grammar involves the relationship of word in sentences, use of the positive form, negative form, and question form. They will are able to form the sentences by memorizing the information but they must understand the grammar. This is focuses on the overall meaning and surrounding grammar. Multiple choice completion and simple completion are used as the means of test. The first test is multiple choice completions. Harold (1983: 38) says, “it included an in completed sentences item followed by four multiple choice for completing the sentences.” So the students must choose the appropriate choice by cross it. The example of he test:

My uncle ….. newspaper every morning.

a. read c. reads
b. reading d. is reading

The scoring of the multiple choices: one right answer is scored 1, and a wrong answer is 0.
The second test is simple completion. In this test, the word or phrase is removed in questions of the sentences; the students are served the response of the question. This test is focused on the verb in the form the sentences. The students’ work is filling the correct word or phrase into the blank based on the response. Madsen (1983: 43) explains, “Simple completion items is used for testing grammar consist a testing from which a grammatical element has been removed.” The right answer is scored 1, and wrong answer is scored 0. There is no penalty of wrong answer. For examples:

My mother (cooks) rice everyday.

My parents (read) newspaper every morning.

This test focused on the accuracy of filling. No scored will be given for the students who have misspelling words and incomplete answer.

By attending the aspects of evaluating above, it can be decided that the correct answer is scored 1. And there is not credit for students who answer wrongly.

C. Scrambled Words

1. Definition of Scrambled Words

Scrambled words are a type of language test in the form of the scrambled words order in which the language learners are asked to rearrange it into a good construction. The word order problem can be identified as the problem of how the language learners can make a good sentence. Actually, it is related to the simple present tense mastery. Given some scrambled words
exercises, student will be able to rearrange them in a proper order and they will try to examine the position of word in a simple present tense sentence correctly. The students will be enjoyable and fun to try them in a group.

Lado (1977: 178) also provides the rearrangement test techniques of scrambled word. The scrambled words, according to him can be used as a simple present tense test. He then gives explanation that in a scramble words, the part of a word, and the part of word is listed in random order and the students are asked to construct a sensible word with them.

2. The Procedures of Teaching Simple Present Tense Using Scrambled Words

Some language testing writers give no clear explanation about the procedures of scrambled words test. Basically, they have the same concepts about what the scrambled words or rearrangement test is. In teaching simple present tense using scrambled words, there are some activities done by the teacher and the students.

The steps in using scrambled words are as follow:

a) the teacher divides the class into same groups. Each group consists of five students.

b) the teacher gives some words especially in scrambled words and random sentence in Simple Present Tense Form to every group.

For example: each group get sentence in random words form:
Answers:

1. My father works hard everyday.

2. She goes to school every morning.

3. They study in the classroom on Mondays.

c) the teacher asks the students to arrange the words in a good sentence (simple present tense). And the teacher gives five minutes to do it.

d) the teacher the answers in their book, then one of the students write from each group and the answer on the board.

e) the teacher and the student discuss the answer.

f) group who answer the right answer will get score.

g) the teacher asks the students to find the meaning of that sentence.

Scrambled words can make the students spirit and interest in their learning simple present tense. It can make communication between students and the teacher, can teach the students to cooperate with others.
3. The Advantages of Scrambled Words

There are several advantages of scrambled words in teaching simple present tense:

a. It can attract the students’ attention.

b. Scrambled words brings in relaxation and fun for students, thus the students learn and retain new sentence more easily.

c. It is motivating and challenging.

d. It can make the students to interact and communicate in the learning activity.

Those advantages can help the teacher to deliver the material effectively. It can also stimulate the students to be active in learning process. By choosing scrambled words as teaching simple present tense, we hope the target of learning can be achieved. So, as an English teacher we should be active how to choose the technique of teaching learning process.

According to the explanation above, it can say that scrambled words is one of the teaching techniques that can help students’ motivation and interest in teaching simple present tense.

D. Basic Assumption

The writer’s basic assumptions are:

a. Scrambled words can increase student’s ability in simple present tense and reduce the teacher domination in the classroom.
b. Scrambled words make them play with others and any kind of words in which ways. They can enjoy the activities because scrambled words make them relaxed, although it is obviously serious and scrambled words has positive effect to students in simple present tense.

E. Hypothesis

Based on the basic assumption above, the writer has hypothesis that teaching Simple Present Tense using scrambled words at the first year students of SMP Negeri 2 Rakit Banjarnegara in academic year 2010/2011 is effective.