CHAPTER II
THEORYTICAL REVIEW

A. Definition of Grammar

Grammar is the basic element of learning language. It will be difficult for learner who studies language to catch the meaning of sentences without knowing the rules of grammar. It tries to explain the meaning of sentences produced by human being.

There are some definitions of grammar quoted by experts. Thornbury (1999:1) defines grammar as a description of the rules that govern how the language’s sentences are formed. Harmer (1991:12) defines grammar as the rules by which words change their forms and are combined into sentences. There are two basic elements in this definition: the rules of grammar; and the study and practice of the rules. The rules of grammar are about how words change and how they are put together into sentences. The knowledge of grammar also tells the learner what to do if he wants to put the some phrase into the sentence. Grammar should be called the way in which words change themselves and group together to make sentences. H. Douglas Brown (2001:362) states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Jufrizal (2009:1) defines grammar as a well-known term in linguistic which usually refers to the description of a language system and the rules which govern the existence of the language.
According to the experts’ definition of grammar above, it can be concluded that grammar is a part of the language and consists of the pattern in which words of language are arranged and combined to make a sentence.

B. The Importance of Grammar Mastery

Grammar does not become the first priority in teaching English, but it does not mean that grammar is not important and necessary to be learnt. Grammar helps the learners to create and use sentences correctly. It is one of the important contribution of linguistic studies which can be theoretically and practically that used in teaching and learning language. Nunan (1991:153) suggests that without correct grammar, one will not be able to communicate ‘beyond a very rudimentary level’. It means that the aim of communication will not be achieved effectively if the speaker does not know the rules of advancing the right sentences.

Learners need grammar as far as they learn language. Grammar needed in all skill of language eventhough it is less useful for the learners in speaking skill because it is a common condition that they avoid grammar in speaking and they simply need it for writing in English. Moreover, grammar will be useful for all learners whatever their needs to create sentences correctly based on the rules of grammar.

C. Simple Past Tense

Swan (1987:469) states that simple past tense is the one most often used to talk about the past. Azar (1991:27) states that the simple past indicates that an activity or situation bagun and ended at a particular time in the past.
Mc.Graw (2003:216) states that simple past tense is used to indicate that something happened at a specific time in the past.

1. **The Uses of Simple Past Tense**

   According to Thomson (1986:161), there are some uses of simple past tense, are:

   a. **Complete Action in the Past**

       Simple past tense is used to express the idea which an action started and finished at a specific time in the past.

       Examples:

       1) I saw my old friend yesterday.
       2) Last week, I won English Contest.
       3) Did not you have a dinner with your best friend last night?

   b. **A Series of Completed Action**

       It is used to list a series of completed actions in the past. These actions happen first, second, third, fourth, and so on.

       Examples:

       1) I finished studying at school, went home with my friends on foot, and met my cousin on the way home.
       2) Mr. Abraham arrived at the airport at 9 a.m., checked in the star hotel at 10 a.m., and met his clients at 11 a.m.
       3) Did you meet a principal of school, discuss, and make an appointment for next meeting?
c. Duration in Past

Simple past can be used with a duration which starts and stop in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:
1) They worked all the day.
2) I talked about with him for two hours.
3) He lived in New York for five years.

d. Past Habits

It can be used to describe a habit which stopped in the past. It can have the same meaning as “used to”. To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:
1) Rani studied Spanish when she was a child.
2) He never drank wine.
3) My brother worked at Café after school.

e. Past Facts or Generalization

Simple Past can also be used to describe past facts or generalizations which are no longer true. This use is quite similar to the expression of “used to”.

Examples:
1) My sister did not like a carrot before.
2) Did you live in England when you were a child?

3) She was a brave girl, but now she is very frightened.

2. The Forms of Simple Past Tense

McGraw (2003:217) states that there are two types of verbs: non-action verb *be* and action verb like walk, run, and sleep. There are specific spelling rules that have to apply to some verbs to change them into their past forms.

a. Regular Verb

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Simple Past Tense</th>
<th>Spelling Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>bump</td>
<td>bumped</td>
<td>An <em>-ed</em> is added to most regular verb.</td>
</tr>
<tr>
<td>inform</td>
<td>informed</td>
<td></td>
</tr>
<tr>
<td>dance</td>
<td>danced</td>
<td>A <em>-ed</em> is added to verbs which already end with <em>-e</em>.</td>
</tr>
<tr>
<td>share</td>
<td>shared</td>
<td></td>
</tr>
<tr>
<td>cry</td>
<td>cried</td>
<td>If the verb ends with <em>-y</em> and a consonant precedes the <em>-y</em>, change the <em>-y</em> to <em>-ied</em>.</td>
</tr>
<tr>
<td>apply</td>
<td>applied</td>
<td></td>
</tr>
<tr>
<td>trap</td>
<td>trapped</td>
<td>If it is a one-syllable verb that ends with a vowel followed by a consonant, double the last consonant before adding <em>-ed</em>.</td>
</tr>
<tr>
<td>drag</td>
<td>dragged</td>
<td></td>
</tr>
<tr>
<td>occur</td>
<td>occurred</td>
<td>If it is a two-syllable verb with the stress on the second syllable, double the last consonant before adding the <em>-ed</em>.</td>
</tr>
<tr>
<td>refer</td>
<td>referred</td>
<td></td>
</tr>
</tbody>
</table>

b. Irregular Verb

The simple past tense of irregular verbs do not follow any specific rule of pattern.
Table: 2
Irregular Verb

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Simple Past Tense</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>bend</td>
<td>bent</td>
<td></td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td></td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td></td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td></td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td></td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td></td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td></td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td></td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td></td>
</tr>
</tbody>
</table>

Many irregular verbs have either consonant or vowel changes or both in their simple past tense.

The base form and the simple past tense for of some irregular verbs are the same.

c. ‘Be’ Verbs

Table: 3
Negative Form of ‘Be’ Verbs

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Negative (Shortened Form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was</td>
<td>was + not</td>
<td>wasn’t</td>
</tr>
<tr>
<td>Example: The child was not/wasn’t happy to receive the gift</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were</td>
<td>were + not</td>
<td>weren’t</td>
</tr>
<tr>
<td>Example: You were not/weren’t late</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table: 4
Interrogative or Question Form of ‘Be’ Verbs

<table>
<thead>
<tr>
<th>Pattern : ‘be’ verb + subject + complement?</th>
<th>‘Be’ verb</th>
<th>Subject</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the girl happy to receive the gift?</td>
<td>Was</td>
<td>the girl</td>
<td>happy to receive the gift?</td>
</tr>
<tr>
<td>Was the man impressed by the performance today?</td>
<td>Was</td>
<td>the man</td>
<td>impressed by the performance today?</td>
</tr>
<tr>
<td>Were the people teacher candidates?</td>
<td>Were</td>
<td>the people</td>
<td>teacher candidates?</td>
</tr>
<tr>
<td>Were You at boarding school yesterday?</td>
<td>Were</td>
<td>You</td>
<td>at boarding school yesterday?</td>
</tr>
</tbody>
</table>

d. Action Verb

The action verb has to be in its base form when it changes to its negative form.
Table: 5
Negative Form of Action Verb

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Negative (Shortened Form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swam</td>
<td>did + not + swim</td>
<td>didn’t swim</td>
</tr>
<tr>
<td>Example: The children <em>did not/didn’t</em> swim in a swimming pool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cried</td>
<td>did + not + cry</td>
<td>didn’t cry</td>
</tr>
<tr>
<td>Example: You <em>did not/didn’t cry</em> last night</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table: 6
Interrogative or Question Form of Action Verb

<table>
<thead>
<tr>
<th>Pattern : did + subject + base verb + complement?</th>
<th>Affirmative sentence</th>
<th>Yes/No question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roy went to Australia last month.</td>
<td>Did Roy go to Australia last night?</td>
<td></td>
</tr>
<tr>
<td>Mother bought a new bag.</td>
<td>Did mother buy a new bag?</td>
<td></td>
</tr>
</tbody>
</table>

e. Modal verbs

Modal (can-could, shall-should, will-would) behave very strangely in Simple Past Tense. The most important verb to remember is “must”. It becomes “had to” in Simple Past Tense.

Example: I must study hard. >>>>>> I had to study hard.

D. Teaching Grammar

1. Teaching of Simple Past Tense

   It is not an easy job for the teacher to develop a class situation during teaching grammar for the learners, especially simple past tense. The class situation really needs to be developed during the lesson because the atmosphere of class should emphasize on the communicative competence and grammar becomes the important part of communicative competence to get the message well both speakers. To develop the situation, Harmer (1998:25-26)
proposes three steps to create this situation, namely:

1. **Engage**
   
   In this step, the teacher tries to investigate the learners’ background knowledge as well as to attract the learners’ attention on the discussed topic. It is important step to be done because it can rouse the learners’ mood to join in the class. This step can also make the learners ready to go into the study step. Most of the learners will remember everything that creates boring teaching and learning process and make them bored in the classroom. This condition happens because they are not emotionally engaged with what is going on. Activities and materials which engage the learners include games which can stimulate the learners in studying, they will learn better than they are partly disengaged.

2. **Study**
   
   In this step, the learners learn the form of language, simple past tense. It can be done by grouping. Teacher can use various methods and media to teach the material. In this step also teacher just needs to teach the learners as innovative as possible to create a nice atmosphere in the classroom. Thus, the teacher can teach by applying game as the media with the aim that the learners are able to study well and understand the material more. This step is done by relax condition to avoid students’ boredom

3. **Activate**
   
   This step gives the learners opportunity to practice what they learned from the two previous steps to get the learners using language as
communicative as the learners can. It means that activate exercises offer the learners an opportunity to try out real language use with good pattern in sentence building, such as: conversation, discussion, writing, telling the story, etc.

It is teacher’s role to create fun atmosphere in the classroom because teaching simple past tense really needs an extra concentration besides fun teaching and learning as students have to concentrate in understanding the pattern and apply it contextually so that the students will understand more the material and the goal of language target will be reached.

E. Board Game

1. Definition of Board Game

Board game is a game in which counters or pieces removed from or moved across a “board” (a pre marked surface usually specific to that game. (http://encyclopedia.thefreedictionary.com/board+games).

Mourar (2007: 3) defines board game as a game played on a cardboard base, which lays out the playing area (http://www.helium.com).

2. Steps in Playing Board Game

Board game is a simple game with counters and dice. It is played in groups of 4 to 5 students. Students answer the questions provided on the board.

The rules of board game are:

a. Divide the class into groups of four to five students.
b. Distribute a board game for each group.

c. Students roll to see who goes first. The students move their markers around the game board. When a player lands on a square with a sentence, he or she must correct answer to be accurate. After that the student may roll again. If not, the turn passes to the next student. The player should not discuss the correct answer when an incorrect answer has been given since another player may land on that same space and have a chance to give an answer.

d. Circulate among the groups to see how they are doing and to act as judge if the group can not decide if an answer is correct. The first player in each group to reach the end is the winner.

3. The Advantages of Board Game

Board game has some advantages in learning and teaching grammar. They are:

a. It encourages learners’ motivation in learning grammar because the board game can stimulate learners’ motivation in learning by creating a fun way in teaching and learning process.

b. It can increase learners’ enthusiasm. As it is a competitive game, learners will work hard to find the correct answer so that they can win the game.

c. Learners’ competence in using simple past tense is able to increase because the board game can sharp learners’ knowledge and
understanding simple past tense in both its pattern and meaning while they enjoy the game.

d. Solving learners’ problem in learning grammar as they often being boredom in learning grammar because the learners like fun way in teaching and learning process.

4. The Disadvantages of Board Game

a. The class will be noisy.

b. It takes long time to play board games.

c. Students do not concentrate to the learning material, but they just enjoy the game because they play the game for the first time. As the result, there will be any gap between game and material discussed.

d. Since there are many groups in the class, it will be difficult for the teacher to measure learners’ grammar mastery one by one.

F. Teaching Grammar Using Board Game

Board game can encourage learners’ motivation. It helps the learners to improve their competences in simple past tense. Applying board game can create a different atmosphere in the classroom which can make a change of teaching grammar to be an innovative teaching and learning process. Creating a good situation in the classroom, teacher has to apply some steps. First, teacher creates a good brainstorming to engage the learners with the material which is going to be learnt because a good stimulation in brainstorming will bring a good atmosphere in conducting teaching and learning process. Second,
teacher teaches the learner the main material. After that the teacher applying a board game containing exercises in both textual and contextual form so that the learners will understand more about simple past tense. Here are the steps in applying board game in teaching grammar, are:

1. Preparing the equipments of the game. Such as dice, marker, card, and reward.

2. Explaining the rules of the game. If it is necessary, teacher can demonstrate the game with some students in front of the class.

3. The teacher conducts the class by dividing the students into 8 groups which each group consists of four to five students.

4. Distributing the equipments of the game.

5. Moving around to make sure that the game works based on the rules.

6. Giving reward to the winner.

Third, teacher gives exercises dealing with simple past tense in both written and spoken, such as: answering questions on the worksheet distributed and question answer method orally containing multiple choices of action verbs, be verbs, and modal.

G. Basic Assumption

Grammar is one of the language elements that is difficult for the learners to understand the patterns of it. The case is that the learners feel bored and uninterested in learning grammar since they have to memorize so many patterns of it and learn the material through lecturing method of teaching from
an English teacher. Thus, it should be created a fun way in delivering the material.

Game will provide a fun way for the learners in learning grammar. It provides an easy way to be played, colorful, competitive and engages the learners in joining teaching and learning process. Moreover, the learners will be more motivated to do grammar activities because of an easy media and fun way which applied in teaching and learning process. As the result, the learners’ grammar mastery of experimental class will be better than control class by using board game.

Board game is a media which can be applied in teaching and learning process because the board game provides colorful design, advanced exercises of simple past tense, and easy to be played. Board game creates a different atmosphere that can help the students in understanding simple past tense more, it also can increase students’ enthusiasm and sharp their knowledge of simple past tense as the board game is designed by providing exercises. In brief, learners will be successful in learning and increasing their understanding of simple past tense.

H. Hypothesis of the Research

According to Arikunto (1997:62), hypothesis means a temporary answer of the problem until the empirical evidence has tested the data. Based on the basic assumption above, the hypothesis of the study is that board game is effective for enhancing students’ grammar mastery.
I. Review of Related Research Finding

1. Kurniasih (2008) in her thesis stated that board game could improve students’ participation in speaking. The students’ felt more motivated to speak in English with their friends. It was proved by the observation result of the students’ participation showed 45.52% in cycle 1 and 71.16% in cycle 2. It improved 25.64%.

2. Yekti (2009) in her thesis stated that teaching “asking question” using board game was effective. It could be seen from students of experimental class which improved from 1019 (the pre-test result) to 1164 (the post-test result) and the improvement was 4.14%.