

CHAPTER II

LITERATURE REVIEW

A. Grammar

1. Nature of Grammar

English Grammar is knowledge teach about the way of speaking, reading, and writing English correctly. In order to be able to speak, read, and write English correctly, the students have to learn English Grammar first. It is intended to make the students' English can be understood by the listener (Rahman, 2011: 1). Grammar is a scientific statement of the principles of good usage which concerns with the relation of words in the sentence (Patel, 2008: 141). Grammar is a set of rules which tell how to recognize the expression that we speak. Without mastering grammar, it will be hard to find the meaning of the sentences and to construct the sentences. It means that if the word order or form in a sentence change, the meaning of the sentence also changes (Newson, 2006:1).

In short, grammar is the rule of language which should be learned by students so that the sentences clearly give information to the reader or listener.

2. The Importance of Learning Grammar

When learning a language, many people find that their grammar is far from perfect. But grammar is unavoidable; it is the main part of any language and must be mastered for the students in order to communicate effectively. When the students write something, their writing is being assessed for their grammar. With the use of incorrect grammar sentences can become meaningless and the message

is unclear. This means the students are not able to communicate effectively and the person who is reading their work may become confused to their meaning.

There are several reasons proposed by the writer why the students have to improve their understanding of the rules of grammar: without good grammar, clear communication is nearly impossible. Proper grammar keeps the students from being misunderstood while expressing their thoughts and ideas. Grammar is the support system of communication and the students learn it to communicate better. Grammar explains the *why* and *how* of the language. The students have to learn it because they just cannot do without it (Alexander, 1998: 1).

3. Tenses

Tense is one of the sets of form of a verb that express the different times at which action takes place relative to the speaker or writer (Encarta English Dictionary), for example, the present, past, or future. In short, tenses mean form of words that indicates a time of an action happened.

In English, tenses are the most important thing, because all of event or action which is expressed in a sentence should be appropriate with the time when it occurs. It will be hard for some people who learn English in understanding and obtaining the meaning of tenses. (Rahman, 2011: 183).

There are some functions in learning tenses, such as: indicate whether an event happens at present, past, or future. For example; I write a book (present), I wrote a book (past), I shall write a book (future). Then, indicate whether an event

happens in complete or incomplete condition. For example; I have written a book (complete), I am writing a book (incomplete). Besides, indicate whether an event happens in progress or not. For example; I was writing a book when you came (progress), I was not writing a book when you came (non-progress).

a. Simple Present Tense

Simple present tense is used to express events, or actions which happen now in a simple form, or an activity which is done repeatedly, or habitual action or an event which has no relation with the time.

In simple present tense, the sentences can be verbal or non-verbal with the different formula.

1) Formula

I/You/We/They	+ Infinitive
He/She/It	+ Infinitive + -s/es/ies
Or	
S + to be (am, is , are) + noun/adjective/preposition/adverb	

2) Usage

Simple present tense in sentences can be used to express:

- a. An action which is usually done or habits. It happens every day, week, month, year, etc. (Riyanto, 2010:6)

Example:

(+) She goes to work every day.

(-) I do not always drink milk every morning.

(?) What does she usually do in the afternoon?

b. A thing that is true in general or general truth.

Example:

(+) The sun rises from the east.

(-) My mother is not a teacher.

(?) Do you study at UMP?

c. A schedule or time table or a plan.

Example:

(+) The Manchester United team plays soccer in the London stadium.

(-) My boyfriend does not come to my house at 7.

(?) Does the Manchester United team play soccer in the London stadium?

d. Ability or the characteristic of someone.

Example:

(+) My sister and I speak English fluently.

(-) I cannot drive a car.

(?) Does your sister speak English fluently?

e. Quote a news, announcement, newspaper, book, etc.

Example: In her email she says, "My mother goes shopping every day."

Special Characteristics

1. The predicate of sentence in this tense is always verb 1. For subject: the third-person (he, she, it, cat, etc.), the verb always follows by – s/es/ies.
2. The interrogative is constructed by adding auxiliary *do/does* for verbal sentences and *to be (am, is , are)* for non-verbal sentences in front of the subject. As well as the negative one by adding *do not/ does not* for verbal sentences and *to be not* for non-verbal sentences. If verbal sentences have used *does/ does not*, the suffix –s/es/ies is omitted from the verb.

3. Time signals

a) Adverb of time

every day	in the morning
every week	at seven
every/each	once/ twice a day

b) Adverb of frequency

always	sometimes
seldom	frequently
often	rarely
nowadays	commonly

b. Present Continuous Tense

Present Continuous Tense tells events, occurrences, or actions which are happening now.

1) Formula

I	+ to be (am)	+ Present participle (Ving)
You/We/They	+ to be (are)	+ Present participle (Ving)
He/She/It	+ to be (is)	+ Present participle (Ving)

2) Usage

Present continuous tense in sentences can be used to express:

- a. An action which is happening now or at the moment of speaking.

Example:

(+) They are speaking English now.

(-) It is not raining right now.

(?) Is she sleeping now?

- b. A temporary action.

Example:

(+) My mother is cooking now but she will wash the dishes soon.

(-) I am not going home right now.

(?) Is my mother sweeping now?

- c. An action which will be done soon in the future and the adverb

(tonight, tomorrow) should be mention.

Example:

(+) Annes is leaving for France tonight.

(-) They are not coming to my party tonight.

(?) Is she bringing her laptop tomorrow?

- d. An action which is happening in period of time in the present although it does not do when the moment of speaking.

Example:

(+) She is studying English Letter at the Gajah Mada University now.

(-) I am not studying Math at UMP now.

(?) Are they living in boarding house now?

- e. The change situation.

Example:

(+) The price of gasoline is increasing very fast.

(-) The price of chili is not increasing quickly.

(?) Is the season changing quickly?

Special Characteristics

1. Predicate in this tense uses present participle or V-ing.
2. The interrogative is constructed by displacing to be (am, is, are) into front of the subject, and the negative one by adding not after to be (am, is, are) in front of or in the back of the subject.

3. Time signals

now

today

right now

this morning

at present

soon

Exception:

In present continuous tense, not all of the verb use present participle, although the sentences are uttered when the event is happening. There are some verbs which cannot be formed in present continuous tense (Rahman, 2010: 190):

a. Verbs of the Sense (involuntary action)

Example: (+) He feels headache today.

(-) She does not feel broken heart today.

(?) Do they feel down today?

Not: He is feeling happy today.

The others verb of the sense are:

Taste, smell, hear, and see. (Azar, 1993:13)

b. Verbs of Emotion and Attitude

Example: (+) You look happy now.

(-) She does not look sad now.

(?) Does he look nervous now?

Not: You are looking happy now.

The others verb of emotion and attitude are love, like, appreciate, hate, dislike, fear, envy. (Azar, 1993:13)

c. Verbs of Thought or Opinion (Mental Activity)

Example: (+) I think English is easy to learn.

(-) They do not think cooking is easy to do.

(?) Do you think he is handsome?

Not: I am thinking English is easy to learn.

The others verb of thought or opinion are know, realize, understand, recognize, believe, suppose, imagine, doubt, remember, forget, want, need, prefer, mean. (Azar, 1993:13)

d. Verbs of Possession

Example: (+) Martha owns expensive diamond ring.

(-) I do not own SLR camera.

(?) Does she own a beautiful voice?

Not: Martha is owning expensive diamond ring.

The others verb of possession are possess, have, belong. (Azar, 1993:13)

c. Past Tense

Simple past tense tells an action which is done in the past in the simple form and the time can be known.

In the simple past tense, the sentences can be verbal or non-verbal with the different formula.

1) Formula

I/You/We/They	+ Past tense
He/She/It	+ Past tense
Or	
S + to be (was,were) + Noun/ Adjective/Preposition/Adverb	

2) Usage

Simple past tense in sentences can be used to express:

- a. An event which is done in the past in the simple form and the time can be known.

Example: (+) I met a handsome man last night.

(-) He did not come to my house two days ago.

(?) What did you do in the last holiday?

- b. An event which has been done and has been finished in the same time in the past.

Example: (+) We went to the city fair yesterday.

(-) They did not do their homework yesterday.

(?) Where did you go yesterday?

- c. An event which become a habit in the past.

Example: (+) I often visited my grandmother's house.

(-) I did not always come to the library.

(?) Did I often go to campus by foot?

- d. A habit which is usually done in the past but now it is not done anymore. The verb used is *used to*.

Example: My grandfather used to smoke when he was young.

Special Characteristics

1. Predicate in this tense always use verb 2.

Example: I worked hard all day yesterday.

2. The interrogative is constructed by adding *did* or *to be (was, were)* in front of the subject, and the negative one by adding *did not* or *to be (was, were) + not* before or after the subject.

3. Time signals

yesterday	two days ago
last night	in 1994
last week	the other day

d. Past Continuous Tense

Past continuous tense tells an event which is happening when the other event happen.

1) Formula

You/They/We	+ to be (were)	+ Present participle
I/He/She/It	+ to be (was)	+ Present participle

2) Usage

Past continuous tense in sentences can be used to express:

- a. An event which is happening in the past.

Example:

(+) I was shopping at the market yesterday.

(-) I was not sitting in this chair yesterday.

(?) Was she cooking fried rice yesterday?

- b. An event which has finished yet when the other event happened.

Example:

(+) I was sleeping when my boyfriend came.

(-) She was not hearing my voice when I called her.

(?) Were they going out when I entered the room?

- c. Two events or actions which are happening in the same time in the past.

Example:

(+) He was playing badminton while I was ironing my clothes.

(-) They were not watching a movie while I was listening to music.

(?) Was she sweeping the floor while I was cooking?

3) Special Characteristics

1. Predicate of this tense always consists of was, were + present participle.

2. Time Signal

all day yesterday

the whole yesterday

when

while

e. Present Perfect Tense

Present perfect tense tells an event or an action which happened at an unspecified time before now.

1) Formula

I/You/We/They	+ Have	+ Past participle
He/She/It	+ Has	+ Past participle

2) Usage

Present perfect tense in sentences can be used to express:

- a. An event which happen and still have a relation with present time.

Example:

(+) You have read the mystery book for a month.

(-) You have not returned my shoes since a month ago.

(?) Have you finished your proposal for two months?

b. An event which has been done.

Example:

(+) We have visited Purwokerto Town Square three times this month.

(-) I have not become the best in the class yet.

(?) Have you ever watched “The Hobbit” movie?

c. An event which has been done in the past and still in progress until now.

Example:

(+) I have studied Japanese culture for a month.

(-) He has not met his father for a year.

(?) Have they fought for an hour?

d. A repeated activity on an indefinite time before now.

Example:

(+) I have watched this movie before.

(-) I have not done this activity before.

(?) Have you ever visited this place before?

3) Special Characteristics

1. Predicate of this tense always consist of *have/has* + *past participle*.
2. For subject who consists of the third-person for example Aziz, Nissa, She, He, It, etc always use *has* while subject I, You, They, We always use *have*.
3. The interrogative is constructed by displacing *have/has* into front of the subject, and the negative one by adding *not* after *have/has* or put after subject.

4. Time signal

already	for
never/ever	repeatedly
once/twice	nowadays
three times	at last
★ ago	★ for an hour

Exception:

If a sentence has a formula: *have/has* + *been* + *past participle*, the form of this sentence is a special construction passive sentence in present perfect tense.

Example: The mirror has been broken by me.

f. Present Perfect Continuous Tense

Present perfect continuous tense tells an event which starts in the past and still in progress until now.

1) Formula

I/You/We/They	+ Have	+ Been + Present participle
He/She/It	+ Has	+ Been + Present participle

2) Usage

Present perfect continuous tense in sentences can be used to express:

a. An event which has been done in the past and still in progress until now, and it is possible to continue until future time.

Example:

(+) Annisa has been living in Purwokerto for three years.

(-) Aziz has not been visiting his former girlfriend for a year.

(?) Has he been reading that book for two hours?

b. An event which has been done repeatedly until now.

Example:

(+) I have been studying foreign language since 2003.

(-) They have not been living in Cilacap since 2010.

(?) Has he been accompanying you since 2014?

3) Special Characteristics

1. Predicate in this tense always consists of *have/has + been + present participle*.

2. The interrogative is constructed by displacing have/has into front of the subject and put been after subject, and the negative one by adding not after have/has or put after subject.

3. Time signals

for	for over a year
since	how long
the whole day	all the morning
all the day	since two month ago

B. INTENSIVE ENGLISH TUTORIAL

1. Program of Intensive English Tutorial

Intensive English Tutorial (IET) is a program held by English Department of Muhammadiyah University of Purwokerto. This program is established since November 13th, 2014. The program is conducted twice a week. One of the reasons why this program is held is the students' low achievement on structure subject. This program is aimed to maximize the students' English achievement especially in grammar. Sometimes, when they learn grammar; for example tenses, they feel bored, because the teacher only teaches them by giving the pattern of the tenses. Then, they have to memorize it. Therefore, the students will not catch the material easily. In this program, the students do not get the pattern in the beginning of the lesson. They will find the pattern by themselves after doing the exercises.

2. Concept of Teaching Learning Process in IET

The concept of Teaching and Learning Process in IET can be divided from the characteristic, teaching methods, evaluation and material. Here is the description of each.

a. Characteristics of IET

The characteristic of IET program in teaching grammar is students are guided in the class and sometimes out of the class depending on the material learned. The students have to be able to make a sentence or some sentences every meeting by using different tenses based on the tenses are being learnt. Then, the students do some exercises related to the material both individually and group working. After that, the students with the tutor discuss it together, and sometimes the students have to come forward to present their result discussion.

b. Teaching Methods

There are some methods used by tutor on IET in teaching grammar. They are:

1. Drilling Technique

Drilling technique is a way used in learning process by giving exercise or assignment which should be done by students. In IET program, the exercise is taken from the grammar book and usually done by the students before getting the material or in the beginning of the lesson by looking at the example on the book first. Drills can also be defined as a type of oral practice in which the students respond to

a given cue (Matthews, 1991: 210). Drills are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try what they have learned. Drills help students to develop quick, automatic responses using a specific formula expression or structure.

There are some types of drill which is usually used in teaching learning process in this program. They are:

a. Repetition Drill

Repetition drills are useful for making the students familiar with a specific structure quickly. The teacher's language is repeated with no change.

Example:

Teacher: It's cold outside.

Teacher: It's warm inside.

★ Students: It's cold outside.

Students: It's warm inside.

Repetition drills are extremely mechanical, so they should not be used for pro-longed practice. They should lead quickly into another kind of drill or oral practiced in meaningful and relevant ways.

b. Substitution Drill

Substitution drills are little bit more interactive than repetition drills because they usually give students practice in changing a word or structure in response to a prompt from teacher

or another student. The teacher's prompt can be a whole sentence, a word, or a phrase.

Here is the example:

Teacher: You are a student, aren't you? *Doctor*

Students: You are a doctor, aren't you?

Teacher: You are a doctor, aren't you? *Farmer*

Students: You are a farmer, aren't you?

Teacher: You are a farmer, aren't you?

c. Transformation Drill

Transformation drills involve changing the structure of a sentence. If the cue is *I like chocolate*, for example, the response in a positive to negative statement transformation drill would be *I do not like chocolate*.

The types of transformation drill:

1. Statement to questions

Example: I like ice cream.

To: Do you like ice cream?

2. One tense to another tense

Example: I am studying English now.

To: I studied English last week.

3. Active to passive

Example: Teacher gave them the answers.

To: They were given the answer by teacher.

2. Inductive Approach

The inductive approach applied in IET program. The students learn the use of structure through practice of the language in context, and later realize the rules from the practical examples. For example, the students will be taught simple present tense, the teacher will begin the lesson by asking a question related to the students' daily activities. Then, the teacher gives exercises about simple present tense. After that, the students make conclusion about the exercises. To create an understanding of the use of the structure, the students repeat after the teacher, then they have to make a sentence related to their life. With this approach, the teacher's role is to provide meaningful contexts to encourage demonstration of the rule, while the students recognize the rules from the examples of its use and continued practice (Rivers, 1998: 110).

In this approach, the students can focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency. The inductive approach also promotes increased students' participation and practice of the target language in the classroom, in meaningful contexts (Goner, 1995: 129).

3. Contextual Learning

Contextual Teaching and Learning (CTL) is an instructional process that helps students connect the content they are learning to the

life contexts in which that content could be used (Berns & Erickson, 2001 as cited in Smith, 2010: 24). It can be said that CTL can help teacher relates subject matter content to real world situation.

The benefits of CTL are students are more responsive when using their knowledge and skills in real-world situations, as well as students are more motivated and interested in learning (Smith, 2010: 25). The example of using CTL in IET program is when the students are learning about present progressive tense, the teacher asks the students to go out of class. Then, look around the environment and situation out of class. After that, they have to tell the teacher and their friends what they are seeing or what are happening around them. It can be concluded that by using this strategy, the students will be easier to understand and remember the material given. It is very useful strategy in teaching learning process.

c. Evaluation

In the teaching learning process, the students will be assessed their speaking in using appropriate grammatical structure. Then, at the end of semester, students will get exam for assessing the learning achievement along teaching and learning process occurs.

d. Material

The material of IET program focuses on recognizing English grammar. Teaching materials are taken from textbook which has been prepared by English Department.

C. Relevant Studies

Nasiri and Shokrpour in English Department of Shiraz University of Medical Science conducted a research entitled “Comparison of Intensive and Non-Intensive English Course and Their Effects on the Students’ Performance in EFL University Context”. This study was intended to assess the students’ performance in the intensive and non-intensive English course in an EFL University context in 2013. More specifically, it aimed at determining whether the students attending the intensive course had a better gain than those in non-intensive one or not. The instrument applied in the study included a self made proficiency test, consisting of multiple choice vocabularies, reading comprehension, true or false, and cloze tests. The results, in spite of what was expected, did not reveal a significant difference, the intensive course did not lead to the students’ outperformance, and neither did it compensate their weakness. Therefore, this paves the way for more research taking factors such as the students’ attitude about intensive courses into consideration.

Albalawi, Bashayer R, Assistant Professor of TEFL, Curriculum and Instruction Department, University of Tabuk, Saudi Arabia has conducted a research entitled “Student Attitudes toward Intensive English Program at CSCED and their Effects on Academic Achievement” in 2014. This study was limited to investigate student attitude towards the Intensive English Language Program in the CSCED at the University of Tabuk and investigate the relationship between their attitude and academic achievement. The sample

was comprised of two randomly selected Intensive English language program female classes and one randomly selected male class. The total is 90 students (60 females and 30 males). The design of this research is descriptive study. This study revealed that the students hold positive attitudes toward the Intensive English Language Program in the CSCED of the University of Tabuk.

D. Basic Assumption

Grammar is a crucial language component for forming words and constructing English sentences. All the four basics components of listening, writing, reading, and speaking need grammar. With correct grammar, students can reduce misunderstanding in communication. Indeed, the students have to master grammar well. However, sometimes students consider that learning grammar is a difficult and boring task. To make them master grammar well without any boredom and difficulty, the teacher has to be able to find the different way in teaching grammar.

Intensive English Tutorial is one way to teach grammar to maximize the students' understanding on grammar. This program is intended to maximize English achievement of students who have low-standard score. Drilling technique, inductive approach, and contextual learning are the main characteristics of teaching learning process in IET program. By using such kind of technique in conducting this program, the students will be able to understand and master grammar well.

E. Hypothesis

Based on the previous explanation, hypothesis of this research can be formulated as follows:

The null hypothesis (Ho) : there is no significant difference on grammar mastery between students who join IET and those who do not join IET.

The alternative hypothesis: there is significant difference on grammar mastery between students who join IET and those who do not join IET.

