

CHAPTER II

THEORITICAL REVIEW

A. Grammar

1. The Definition of Grammar

There are some definition of grammar quoted from experts. Swan (2005: xix) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Lado (1961: 141) states that grammar is the study of rules that are claimed to tell students what he should and should not say in order to speak language of the social educated class. Cook and Sutter (1980: 1) state that grammar is set of rules by which people speak and write. These rules are not always understood consciously because the rules we refer to are those hardly anyone ever thinks about, but wish allow people to use their language easily and naturally most of the time.

Cook (1992: 9) divides grammar into four different types. Those are:

a. Perspective Grammar

Grammar that “prescribes” what people should say.

b. Traditional Grammar

“School” grammar concerned with labeling sentence with part of speech.

c. Structural Grammar

Grammar concerned with how words go into phrases, phrases into sentence.

d. Grammatical (linguist) Competence

- Concern with arrangement of words
- Deals with words, phrases, clauses, and sentences
- Describes the way of words deliver meaning

According to the Lyon (1968: 13) grammar gives rule for combining words to form sentences. In different way, Lyon cited in Stern (1983: 13) states grammar is a branch of the description of language which accounts for the way in which words combined to form sentences.

Wikipedia, the free encyclopedia defines grammar is the study of the rules governing the use of the language. The set of rules governing a particular language is also called the grammar of the language, thus, each language can be said to have its own distinct grammar. Grammar is part of the general study of language called linguistic.

2. The Importance of Grammar Mastery

Grammar is very important for English language learners since it is one of the important aspects to master communicative skills. A learner can be said as mastering a language (having competence) if he fulfills two main requirements, namely accuracy (correctness), which refers to the mastery of grammatical structures, and fluency, which indicates that the learner can use the target language (Widdowson,1975). This argument is also supported by some other experts.

Canale and Swain (1980: 27) consider grammatical concept as a basis of the communicative competence. Moreover, Swan (1985: 5) emphasizes the importance of grammar mastery to support the good use of language. In addition, Harmer (1991: 22) declares that grammatical knowledge is very important for learners who want to have communicative competence. With good understanding on grammatical concepts, learners can avoid the use of incorrect structures.

Grammar is a study in which sentence are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. Besides, it is also proven by the fact that in writing or speaking scoring, there must grammar aspect as one of the scoring criteria.

Although grammar is not a high priority, it does not mean that grammar is not important to learn. Grammar is the basic knowledge and skill for understanding and using the language naturally. As it has been mentioned above, that grammar is the rules by which words can change their forms and can be combined into sentences, it can be said that grammar plays an important role in how learner can master a language. Without learning grammar, learners can not arrange sentences properly. And without having a good comprehension and competence in arranging sentences, it is impossible for learners to be able to master English.

3. Teaching Grammar

In his book on Teaching Grammar, McKay (1987) edited by Nunan suggests that there are three differences views on what it means to “teach” grammar, those are:

- a. The first view is that teaching grammar entails the formal explanations of grammar rules, while learners who receive a great deal of grammatical explanation will end up knowing quite a lot about the language, they will not necessarily be able to put the language to communicative effect.
- b. The second view is that teaching grammar is basically a matter of providing learners with practice in mastering common grammatical patterns through a process of analogy rather than explanation. The learners may become fluent in the structures they have been taught, but may not be able to use them appropriately in genuine communication outside the classroom.
- c. The third view is that teaching grammar is a matter of giving a student the opportunity to use English in a variety of realistic situations. The disadvantages of this approach is that learners will not be able to provide explanation of the grammatical rules of the target of the language.

Explicit treatment of grammar should be seen as a means to an end, rather than an end itself. Teacher should therefore keep this end in

view, regardless of the particular pedagogical techniques and classroom activities they employ, McKay (1987: xi-xii) states:

“Based on the belief that the primary purpose of instruction in grammar is to help our students use English correctly and appropriately, while some classroom time will undoubtedly be devoted to teaching grammar rules and to having students practice grammatical patterns, it is important to remember that such instruction is only the means toward helping our students gain competence in the language”.

B. Simple Past Tense

Azar (1989: 24) stated that the simple past indicates that an activity or situation began and ended at a particular time in the past.

1. The Use of Simple Past

a. Complete Actions in the Past

Simple Past is used to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.



Figure 1: Complete Action in the Past

Examples:

- I *saw* a movie yesterday.

- I *didn't see* a play yesterday.
- Last year, I *traveled* to Japan.
- Last year, I *didn't travel* to Korea.
- *Did you have* dinner last night?
- She *washed* her car.
- He *didn't wash* his car.

b. A Series of Completed Actions

Simple Past is used to list a series of completed actions in the past.

These actions happen 1st, 2nd, 3rd, 4th, and so on.



Figure 2: A Series of Completed Actions

Examples:

- I *finished* work, *walked* to the beach, and *found* a nice place to swim.
- He *arrived* from the airport at 8:00, *checked* into the hotel at 9:00, and *met* the others at 10:00.
- *Did you add* flour, *pour* in the milk, and then *add* the eggs?

c. Duration in Past

The Simple Past can be used with a duration which starts and stops 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.

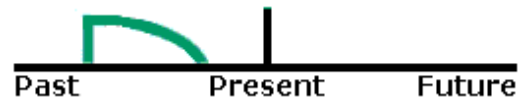


Figure 3: Duration in Past

Examples:

- I *lived* in Brazil for two years.
- Shauna *studied* Japanese for five years.
- They *sat* at the beach all day.
- They *did not stay* at the party the entire time.
- We *talked* on the phone for thirty minutes.
- A: How long *did* you *wait* for them?
B: We *waited* for one hour.

d. Habits in the Past

The Simple Past can also 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.



Figure 4: Habits in the Past

Examples:

- I *studied* French when I was a child.
- He *played* the violin.
- He *didn't play* the piano.
- *Did you play* a musical instrument when you were a kid?
- She *worked* at the movie theater after school.
- They never *went* to school, they always *skipped* class.

e. Past Facts or Generalization

The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the Simple Past is quite similar to the expression “used to”.



Figure 5: Past Facts or Generalization

Examples:

- She *was* shy as a child, but now she is very outgoing.
- He *didn't like* tomatoes before.

- *Did you live* in Texas when you *were* a kid?
- People *paid* much more to make cell phone calls in the past.

2. The Form of Simple Past

a. Most verbs

Most verbs conjugate by adding *-ed* like the verb “wait” in Table 1

Table 1
The Example of the Use of Most Verbs in Simple Past Tense

Positive	Negative	Question
• <i>I waited</i>	• <i>I did not wait</i>	• <i>Did I wait?</i>
• <i>You waited</i>	• <i>You did not wait</i>	• <i>Did you wait?</i>
• <i>We waited</i>	• <i>We did not wait</i>	• <i>Did we wait?</i>
• <i>They waited</i>	• <i>They did not wait</i>	• <i>Did they wait?</i>
• <i>He waited</i>	• <i>He did not wait</i>	• <i>Did he wait?</i>
• <i>She waited</i>	• <i>She did not wait</i>	• <i>Did she wait?</i>
• <i>It waited</i>	• <i>It did not wait</i>	• <i>Did it wait?</i>

b. Irregular Verbs

Many verbs, such as “have,” take irregular forms in the Simple Past. Notice that you only use the irregular verbs in statements. In negative forms and questions, “did” indicates Simple Past. The application of “have” in simple past sentence be seen in Table 2

Table 2
The Example of the Use of Irregular Verbs in Simple Past Tense

Positive	Negative	Question
• I had	• I did not have	• Did I have?
• You had	• You did not have	• Did you have?
• We had	• We did not have	• Did we have?
• They had	• They did not have	• Did they have?
• He had	• He did not have	• Did he have?
• She had	• She did not have	• Did she have?
• It had	• It did not have	• Did it have?

c. To be

The verb “be” is also irregular in the Simple Past. Unlike other irregular verbs, there are two Simple Past forms: “was” and “were”. It also has different question forms and negative forms. Notice that “did” is not used with the verb “be” in Simple Past. The use of the verb “be” in Simple Past sentence can be seen in Table 3.

Table 3
The Example of the use of To Be in Simple Past Tense

Positive	Negative	Question
• I was	• I was not	• Was I?
• You were	• You were not	• Were you?
• We were	• we were not	• were we?
• They were	• They were not	• Were they
• He was	• He was not	• Was he?
• She was	• She was not	• Was she?
• It was	• It was not	• Was it?

d. Modal Verbs

Modal verbs behave very strangely in the Simple Past. The most important verb to remember is "must." Notice how it becomes "had to" in the Simple Past.

"Must" becomes "had to":

- I must call my mom now.
- I had to call my mom yesterday.

3. WH- Question in Simple Past Tense

WH- Question are what, where, when, why, which, who, whose, or how, and ending with question mark (?). Verb is used to make simple past tense positive sentence, verb "be" (was/were) or V2 (bare infinitive + -ed, -en, -d, -t, -n, or -ne for regular verb or irregular verb. The form of WH- Question in Table 4

Table 4
The form of WH- Question in simple past tense

Sentence	Function	Interrogative sentence
S + be	Asking subject	Who/what + be (was/were)
		Whose/which + noun + be (was/were)
	Asking adverb	When/where/why + be (was/were)
		How + adverb (much/far/...) + be (was/were)
S + Verb 2	Asking subject	Who/what + verb 2
		Whose/which + noun + be (was/were)
	Asking object	Who/what + did + S + bare infinitive
	Asking adverb	When/where/why + did + S + bare infinitive
How + adverb (long/slowly/...) + did + S + bare infinitive		

The example the use of WH- Question in Simple Past Tense

❖ To be

✓ Asking subject

- The children was here ten minutes ago
 → Who were here ten minutes ago?
- This book was popular when we were a child.
 → Which book was popular when we were a child?

✓ Asking adverb

- The children was here ten minutes ago
 → When were the children here?
 → Where were the children ten minutes ago?
- This book was popular when we were a child.
 → When was this book popular?

❖ Verb

✓ Asking subject

- The new administrative assistant worked well enough yesterday.

→ Who did work well enough yesterday?

- She received ten calls after sending resume.

→ Who did receive ten calls after sending resume?

✓ Asking adverb

- The new administrative assistant worked well enough yesterday.

→ When did the new administrative assistant worked well enough?

→ How well did the new administrative assistant worked yesterday?

✓ Asking object

- She received ten calls after sending resume.

→ What did she received ten calls after sending resume?

- He borrowed his friends car for several weeks.

→ Whose car did he borrowed his friends car for several weeks?

C. Song

Song is a natural way for children experience to rich language in pleasurable way. Chong & Gan (1997: 56) states through song memory skills can be improved, and aural discrimination increased. Song can focus the mind on being perceived and promote learning through an interactive process. Song

is the best way for students to remember and memorize about the word around them.

Song also will be very helpful for students to understand language, with its development and it is varieties. Almost everybody likes singing, so it is likely that the students will repeat the song outside for own pleasure. This is certainly an effective drill for the students. So they will remember the appropriate structure and vocabulary more easily.

Another important thing that we should not forget is that song can build up relationship among the students and the teacher. The warm atmosphere when singing will encourage the students and the teacher to be closed to one another. This feeling usually reminds and affects the learning and teaching instruction positively. As the result is the learning process will tend to be successful.

1. The example of the songs

It is important from the beginning to prepare what kind of songs will be present in teaching grammar.

The following of one example of songs

The Town

I was born in this town and my life was great

I lived in this town about 3 years

Mom told me that I had to move

I didn't know why but I had to say goodbye

Polite inquiry

The immediate past

Complete actions and past habits

These are the past simple

*The way we got to use
 I used to play the guitar
 But I didn't play the drum
 I was born in this town and my life was great
 I lived in this town about 3 years
 Mom told me that I had to move
 I didn't know why but I had to say goodbye
 I met my friends at the park, when I walked around
 I went shopping with them
 I missed them so much, but I couldn't talk so long
 Because I had to go
 I just say goodbye*

*Having a trip in Goa Lawa
 Last month my friends and I went to Goa Lawa
 Purbalingga
 We went there by motorcycle
 In Goa Lawa we looked a beautiful scenery
 We did many activities such as we entered the cave, took some pictures
 and bought souvenirs
 We went to restaurant
 We ate meatball
 As we were satisfied walked around there
 We decided to go home to take a rest
 The trip was fun and enjoyable
 My trip was fun and enjoyable*

2. The advantages of using songs

The teacher can increase sensory input during learning by using music intentionally during memory activates. Nelson as ESOL (English for speakers of other language) instructor, San Francisco City Collage said music is natural way for people to learn language not only do my bilingual students improve their English vocabulary but also all aspect language

skill. According to Viney (2003: 3), music can create a learning environment build listening, speaking, reading, and writing skill and to increase vocabulary and also to expand cultural knowledge.

Using songs benefit teachers and learners in all phase of teaching and learning grammar. However, it is essential to consider the age, interest of the learners and the language being used in the song while selecting a song (Saricoban & Metin, 2000). For example, approaches taken using songs among children would be different from those used for teenagers and adult (Harmer, 2004). Since most of children enjoy singing fun lyrics, using easy children songs will be useful. Furthermore, choosing lively actions songs through which they can dance or act while singing will ensure a lively atmosphere. For teenagers or adults in the intermediate or advanced level, it is better to use more meaningful or popular songs.

English teacher can use song as a part of their classroom teaching repertoire. Song contains authentic language, are easy obtainable, provide vocabulary, grammar and cultural aspect and are fun for students. They can provide valuable speaking, listening and language practice in and out of the classroom.

Some key reason using song can work exceedingly well in the foreign language classroom include the following:

- a. Song almost contains authentic, natural language
- b. A variety a new vocabulary can be introduced to students through song
- c. Song are usually very easy obtainable

- d. Song can be selected to suit the needs and interest of the students
- e. Grammar and cultural aspect can be introduced through songs
- f. Time length is easily controlled
- g. Students can experience a wide range of accent
- h. Song lyrics can be used in relating to situations of the word around us
- i. Students thing song are natural and fun

D. Teaching Grammar Using Song

1. Introducing song in a class

Introducing song in a class can increase the students' motivation and participation in learning. Napa and Lado (1974: 124) state that singing is a means of raising the interest and the motivation can be solved introducing song in the class. Singing is one of the activities which generate greatest enthusiasm. There are several techniques that can be used with songs in the classroom and in mainly depends on the creativity of the teacher. A teacher's selection of a technique a set of techniques should be based on his or her objectives for the classroom.

Saricoban & Metin (2000) propose some techniques as follows:

- a. Gap fills or close text
- b. Focus questions
- c. True- false statements
- d. Put these lines into the correct sequence
- e. Dictation

- f. Add a final verse
 - g. Circle the antonyms/ synonyms of the given words
 - h. discuss
2. The Use of Songs

Upendran (2001) states that using songs provide an ideal context for students to learn new phrasal verbs. The enthusiasm generated by songs will enable the teacher to discuss those phrasal verb, which have been brought up by the students, and not those randomly selected by the teacher or textbook writer. Making students learn the songs will ensure that they will remember not only what each phrasal verb means but also how it should be used.

Songs are always in everybody life, so we could not get rid of songs in any situation. For example: when we are happy, we can always express these feeling through listening songs or by singing. In other ways song can help us to express our feeling.

The English songs can be classified into three categories, namely for reinforcement, relaxation, and exposure for remedy as follow:

- a. The idea of reinforcement is promoting to master English. In this case, song can be unlined to strange the grammatical, and build up vocabulary, when the teacher introduce a new song.
- b. The purpose is for relaxation especially after a period of intensive learning. It will make the students from the tense atmosphere during the learning and restore their interest in learning the language by

singing a song the students can learn and practice English outside the class and encourage doing so.

- c. Using songs for remedy is that unlike to forget after class, the songs will fresh in their mind after the lesson has finished

E. Relevant Research

This research was adapted from a relevant research which had been done previously entitled “Improving Students Vocabulary Using Song”.

