

## CHAPTER II

### THEORETICAL REVIEW

#### **A. Language**

English as the foreign language to be taught in junior high school is very important role to be recognized by teacher and students. In teaching English, the learners should be enabled to use the language for all their needs of communications. It is also to develop the student's English skills which involve speaking, reading, listening, and writing. Ramelan (1992: 8), language is something that only human beings possess in the world. It is used as a means of communication by the same members of the group. Finocchiaro in Brown (1980:4) also states that Language is a system of arbitrary, vocal symbols which permit all people in given culture, or other people who have learned the system of that culture, to communicate or to interact.

Every language always has components to be formation its own language. It is necessary to learn the components of the language. Traditionally, the language classroom was a place where learners received systematic instruction in the grammar, vocabulary, and pronunciation of the language (Nunan, 1991: 144). Grammar and vocabulary are vital components of language (Harmer, 2007: 29). Cameron also states that breaking a language into word-sized bits produces 'vocabulary', finding patterns in how words are put together produces 'grammar' (2001: 99). If we don't know those elements, we will be difficult to understand the language.

It can be concluded that language is means to communicate in teaching and learning process which has the elements to be learned.

## **B. Grammar**

Learning language can not be separated with its elements especially grammar. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001: 12). Although grammar is not the main goal of teaching learning English, the grammar is the central aspect of learning language to be learning first. Harmer (2007: 32) says that studying grammar means knowing how different grammatical elements can be strung together to make chains of words. Without mastering grammar, it will be hard to catch the meaning of sentences and to construct the sentences. For instance, the learners read the text but they don't know the grammar. It will be difficult for the learners to know the contents of the text. English grammar consisted of elaborate rules, definitions and exceptions about the structure of the language. Moreover, the rules in grammar is called pattern. There are some patterns when we want to talk now, past or future. According to Azar (1993, 2 – 53), English has twelve forms of tenses, they are simple present tense, simple past tense, simple future tense, present continuous tense, past continuous tense, future continuous tense, present perfect tense, past perfect tense, future perfect tense, past perfect continuous tense. But the basic of the tense system in English are simple present tense and simple past tense.

Based on the sentences above, the grammar is very important role in learning a language. It is caused by mastering grammar rules make easy to study a language.

### C. Simple Present Tense and Simple Past Tense

#### 1. Definition of Simple Present Tense and Simple Past Tense

##### a. Simple Present Tense

Simple present tense is used to express daily habits or to describe usual activities that actually in progress at the moment, Azar (1993: 3-4).

There are some patterns of simple present tense:

##### **PATTERN A**

**Subject + to be (is,am, are)+ Complement**

Subject	To be
I	Am
You/they/we	Are
She/he/it	Is

##### **Positive Form**

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

Example: She is beautiful

##### **Negative Form**

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

Example: They are not sailors

### Interrogative Form

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

Example: Are you sleepy?

### PATTERN B

#### Positive Form

Subject + V1

I / You / They / We + V1

He / She / It + V1 (s/es)

Example: I go to school by bus every morning.

He works hard every day.

#### Negative Form

Subject + do/does + not + V1

I / You / They / We + do + not + V1

He / She / It + does + not + V1

Example: I do not go to school by bus every morning.

He does not work hard every day.

#### Interrogative Form

W-H + do/does + Subject + V1?

Do/Does + Subject + V1?

W-H + Do + I / You / They / We + V1?

Does + He / She / It + V1?

Do + I / You / They / We + V1?

Does + He / She / It + V1?

Example: Where do you come from?

Do you go to school by bus?

Does he work in the post office?

- Add **-es** if the verb ends in **-sh, -ch, -x, or -zz**

Example: wash – washes      fix - fixes

catch – catches      buzz - buzzez

pass – passes

- If the verb ends in a consonant **-y**, change the **-y** to **i** and add **-es**

Example: study – studies      try - tries

- If the verb ends in a vowel **-y**, simply add **-s**

Example: pay – pays      buy - buys

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

Example: He will love me.

She can speak English.

They must study hard.

### **b. Simple Past Tense**

Simple past tense is used to talk about activities or situations that began and ended in the past ( Azar, 1993: 25). As we know that there are some patterns of simple past tense. If the students know the principal of pattern, they will understand the rules of its pattern. There are some concepts of simple past tense:

#### **PATTERN A**

**Subject + to be (was, were)+ Complement**

<b>Subject</b>	<b>To be</b>
I	Was
You/they/we	Were
She/he/it	Was

#### **Positive Form**

Subject + to be (was, were) + .....

Example: She was angry yesterday.

#### **Negative Form**

Subject + to be (was, were) + not + .....

Example: They were not actors for two weeks

### Interrogative Form

To be (was, were) + Subject + . . . . .

Example: Were you sleepy in the classroom yesterday?

### PATTERN B

#### Positive Form

Subject + V2

I / You / They / We + V2

He / She / It + V2

Example: I lived in Bali last year

He wrote e-mail yesterday

#### Negative Form

Subject + did + not + V1

I / You / They / We + did + not + V1

He / She / It + did + not + V1

Example: I did not go to school last week

He did not write e-mail yesterday

#### Interrogative Form

W-H + did + Subject + V1?

Did + Subject + V1?

W-H + Did + I / You / They / We + V1?

Did + He / She / It + V1?

Did + I / You / They / We + V1?

Did + He / She / It + V1?

Example: Where did he live last year?

Did you go to school last week?

Does he write e-mail yesterday?

We know that there are regular and irregular verb in simple past tense. It also has certain adverbial of time to identify that the sentences is occur in the past. Regular verb is the verb that followed the normal rules or having usual form. It is always add -ed in the end verb, examples:

<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>	<b>Present participle</b>
finish	finished	finished	finishing
stop	stopped	stopped	stopping
hope	Hoped	hoped	hoping
wait	waited	waited	waiting
play	played	played	playing

Irregular verb is not following the normal rules or not having the usual form. An irregular verb a past tense does not end -ed, example:



<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>	<b>Present participle</b>
see	Saw	seen	seeing
make	Made	made	making
sing	Sang	sung	singing
eat	Ate	eaten	eating
go	Went	gone	going

Simple past tense has also certain adverbial of time to identify that the sentences is occur in the past, such as: yesterday, last week, last month, two days ago, two weeks ago.

## **2. The Use of Simple Present Tense and Simple Past Tense**

Simple present tense is used to express daily habits or to describe usual activities that actually in progress at the moment, and express general statements of fact Azar (1993: 3-4). For example:

I take a shower every day.

The sun shines.

Frank (1972: 48) explained that simple present tense is used to:

- a. Express repeated action (includes the past, present, and future)

The earth revolves around the sun. (general truth)

- b. Express non-action (state or condition)

She loves her children.

- c. Express future action (especially with verbs of arriving and departing)

The ship sails next week.

Simple past tense is used to talk about activities or situations that began and ended in the past ( Azar, 1993: 25), example:

She answered the all questions yesterday.

I went to Jogja last years.

Swam also said that the past simple tense is the one most often used to talk about the past. It can refer to short, quickly finished actions and events, to longer actions and repeated happenings (1980: 469-470), example:

I lived in Jakarta until I was fourteen.

When I was a child, we went to holiday together.

According to Thomson (1980: 173) there is some using of simple present tense.

They are:

- It is used for actions completed in the past at a definite time.

Examples: I met him yesterday.

When did you meet him?

The train was ten minutes late.

- It is used for an action whose time is not given but which occupied a period of time now terminated, or occurred in a period of time now terminated.

Example: He worked in that bank for four years (*but he does not work there now*)

My grandmother once saw Queen Victoria.

- It is used for a past habit.

Example: He always carried an umbrella.

Basically the use of both tenses has little difference, simple present tense can express the daily activities and often using verb<sub>1</sub> form in making sentences, and simple past tense often uses verb<sub>2</sub> form to construct the sentences in the past.

### **3. The Problem in Teaching and Learning Simple Present Tense and Simple Past Tense**

In English learning, the teaching learning process is an important role. It will encourage the students to comprehend the material especially simple present tense and simple past tense. The problems could be caused by the teacher and students. The teacher often explained more than the students, it made the students bored in class. When the teacher taught certain form of grammar, the students wrote it in their book. It had bad consequences in the result of the learning process.

In other condition, the students have limited verb of the simple present form (infinitive) and the simple past mastery, so they have difficult to distinguish verb in those tenses. There are verbs (especially in irregular verbs) which are memorized by the students, but they didn't know or had not memorized it. Finally, they were confused to construct sentences in using simple present tense or simple past tense.

## **D. Miniature Language**

### **1. Definition of Miniature Language**

Miniature language is a small sample of what could potentially become a full-fledged constructed or artificial language (chottomuzukashii: 17). In this research, miniature language was chosen as a type of technique assessment in table form which the language learners are asked to rearrange words to be good sentences with certain rule provided. The random words in table are as problems which are rearranged by the students. It is related to the simple present tense and simple past tense mastery. When the students rearrange words, they should give arrow symbol or others to be connected with the other word into a good construction. They also are provided rules for example: forbidden to give arrow in horizontal or in vertical by teacher. The table can consist of two or more sentences construction. It depends on the teacher in making table. The more tables provided will be more sentences constructed. The students would enjoy for trying the miniature language in a group.

### **2. The Advantages of Miniature Language**

There are some advantages of miniature language in teaching simple present tense and simple past tense:

- a. It can attract the student's attention in teaching learning process.

- b. The students can produce some sentences in simple present tense and simple past tense.
- c. It makes the students enjoyable, so they can distinguish in using of those tenses.

It means that the advantages of miniature language are a new technique that can be used by teacher to deliver the material about simple present tense and simple past tense effectively. It can stimulate the students to be active in learning process, so teaching learning process will be communicative between the teacher and the students. By choosing the appropriate technique, the target of learning can be achieved.

Based on the explanation mentioned previously, it can be concluded that miniature language is a new teaching technique that can increase the student's interest and competence in learning simple present tense and simple past tense effectively.

#### **E. The Procedure of Teaching Simple Present Tense and Simple Past Tense Using Miniature Language**

Some language testing writers give no clear explanation about procedures of miniature language test. The principal, it has rather same in game board and scramble word concept for rearrangement word. There are some activities in teaching simple present tense and simple past tense using miniature language.

The steps in using miniature language are as follow:

1) The teacher divides the class into some groups. Each group consists of four students.

2) The teacher gives some words especially in miniature language and random word in simple present tense and simple past tense for every group. For example: a group gets miniature language in random words form:

**Table 1**

**Miniature Language**

I	He	everyday	in his room	Football
They	go	studied	school	Yesterday
last night	played	to	English	in the field

Note: The arrows are not horizontally drawn.

Answer:

I (1)	He (1)	every day (4)	in his room	football (3)
They (1)	go (2)	studied (2)	school (3)	in the field (4)
last night	played (2)	to	English (3)	yesterday

a. He studied English in his room last night.

b. I go to school every day.

c. They played football in the field yesterday.

3) The teacher asks the students to arrange the words to be good sentences in simple present tense and simple past tense based in the table. When the students arrange words, they should give arrows symbol to be connected with the other word into a good construction. The teacher gives ten minutes for the students to do it.

4) The students answer in their book, then one of the students in each group write the answer on the board.

5) The teacher and students discuss the answer.

6) The group who answer the right answer will get score.

7) The teacher asks the students to find the meaning of those sentences.

(Harmer, 2001: 138-139)

Through miniature language, the students can distinguish the sentences in using simple present tense and simple past tense. They also get spirit and interested in learning those tenses.

#### **F. Basic Assumption**

The writer's basic assumptions are:

1. Miniature language will encourage student's interest in learning simple present tense and simple past tense and reduce the teacher domination in the classroom.
2. Miniature language is the effectively teaching technique in learning simple present tense and simple past tense. Beside the students can enjoy the activities in during teaching learning process,

they also have studied those tenses unconsciously.

### **G. Hypothesis**

Based on the basic assumption previously mentioned has hypothesis that teaching simple present tense and simple past tense using miniature language at the second grade students of SMP Negeri 2 Sokaraja in academic year 2011/2012 is effective.

