

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses review of related literature, previous studies, and theoretical background.

#### 2.1 Previous Studies

There were some studies concerning with grammar, simple present tense and circle the sage strategy. The article written by Khasinah and Zufaldi (2016) entitled "*The Use of Student Teams-Achievement Divisions in Improving English Grammar of EFL Learners*" stated that the alternative hypothesis who stated that the students of English Education Department of the State Islamic University Ar-Raniry get better achievement in grammar after being taught by using Student Teams-Achievement Divisions than those who are taught by not using STAD was accepted and the null hypothesis was rejected. From t-test, it was found that  $t_0$  was 1.89 with  $t_{table}$  1.67. It can be said that the score of  $t_0$  was higher than the  $t_{table}$  in level of 5% where  $1.89 > 1.67$ . There were some recommendations related to the findings of the research. First, it is a good idea to teach grammar in EFL context by using strategy such as STAD to enable students to achieve better. As one strategy among many other strategies of cooperative learning, STAD provides interesting and motivating classroom procedures such as class presentation, team study, quiz, and team recognition (Khasinah & Zufaldi, 2016:196).

Second study was a article written by Rahman, Farisatma and Nasmilah (2017) stated that there was a significant effect of students' achievement in English grammar after being taught through the use of group work technique. It was indicated by the mean score was 5.58 at pre-test, it meant that the students' grammar ability was in Low criteria, and then the mean score became 7.55 at post-test, it meant that the students' grammar ability was in High criteria (Rahman et al., 2017:1974). It means that applying group work improves students' grammar achievement significantly. In his journal entitled "*Applying Group Work to Improve Student's Grammar Achievements*".

Third, *The Effectiveness of Inductive Instruction in Teaching Simple Present Tense* was a research had been done by Nurbaiti Rahayu (2014:38) showed that the data was analyzed by using t-test. As the analysis of the data in the previous chapter, to  $t = 2.6$  -1.674 in significant degree of 0.05 (5 %). As the statistical hypotheses in chapter III, if t-test (to)  $t$ -table (tt) in significant degree of 0.05 (5%), it means that  $H_a$  is accepted and  $H_o$  is rejected which inductive instruction can be called as an effective instruction. It means that inductive instruction is effective for teaching simple present tense.

Fourth study was a research had been done by Wigati Martina (2011) entitled "*The Use of Circle the Sage as a Strategy in Teaching Conditional Sentence Type 2*" the research result showed that the students who were taught using circle the sage strategy gained

significantly better achievement than those who were taught using conventional teaching strategy. The average score of the students who were taught using Circle the Sage strategy rose 13.45% from 74.71 to 88.16, while the average score of those who were taught using conventional teaching strategy only rose 3.83% from 77.35 to 81.18. (Martina, 2011:68)

Fifth, the Study entitled "*Penerapan Strategi Pembelajaran Mengelilingi Narasumber (Circle the Sage) Pada Pembelajaran Matematika Siswa Kelas VII SMP N 27 Padang*". This study has been conducted by Desti Ilhami (2015) although this study was experiment for mathematics learning, the researcher focused on Circle the Sage strategy that used in this study. This can be seen from the mean of the final test followed by the two sample classes, where the average value of the experimental class is 65.63% while the control class is 40%. It shows that the average experimental class is higher than the control class (Ilhami, 2015:5). It means that Circle the Sage is an effective strategy for learning.

Based on the previous studies above, there are several studies related to students' grammar ability improvement, simple present tense ability and teaching approach by using Circle the Sage strategy have been conducted. This research is different from the above-

mentioned studies because the researcher focuses on Circle the Sage Strategy to improve students' grammar ability in simple present.

## 2.2 Theoretical Background

### 2.2.1 Grammar

Grammar is partly the study of what forms (or structures) are possible in a language (Thornbury, 1999:1). Grammar is important in language, one of language components in learning English which completes in learning four basic skills that are listening, speaking, reading, and writing. Learning grammar helps to learn four basic skills and to be easier too. According to Newson et al. (2006:2), grammar is a linguistic hypothesis (to use a more impressive term than 'guess') and what is inside the speaker's head is language, i.e. the object of study for linguistics. It means grammar as a goal or purpose of a linguistics.

Talking about grammar is very large, Alduais (2013:38) adds that grammar is not only technically as a system that studies the features of language but also socially, pedagogically and linguistically. For example, pedagogically grammar explains about teaching and learning grammar, in linguistics explain about words, phrase, and others combined to make sentences. Grammars are typically written without systematic references to the linguistic literature (unless they are added to a quotation or are really

unavoidable), and without discussion of conflicting analyses (Declerck, Reed, & Capelle, 2006:4). The researcher concludes that grammar is important to use in speaking, writing ability. Students need to learn more about grammar, which the basic grammar who was first material of grammar that should understand is about tenses.

Based on the definition above the researcher concludes that grammar is the study of language pattern and how it work. The scope of grammar is very large, which does not only focus on language learning but also it focuses on pedagogically, socially and linguistics. It means that grammar have a varieties of discussion.

### **2.2.2 Tenses**

In grammar there is topic about tense. It is used to show when the activities happen. It can be present, past, or future. There are some definitions about tenses. Xin (2010:2) argued that tense is grammaticalized expression of location in time usually with reference to the present moment that something occurred rather than how long it occurred for, which is realized by verb inflection, while aspect is concerned with “the internal temporal constituency of the one situation”, the duration of the activity indicated by the verb. Moreover, Kardimin (2009:155) stated that tenses is a verb form which (a part form a number of special cases) implies time associated with the act, event or event expressed in a sentences. Tenses are

usually indicated by the use of specific verb in communication or in moment speaking.

According to Abdullah (2013:3), tense actually relates to times, they are: present, past and future. Tenses are a part of English grammar, by using the time of present, past, and future it will explain the applied of tenses. It is very important for language learner. It will show when actions or activities in the sentences occur in the present, past, or future. Time is a natural or notional concept of language, then tense is the relationship between the forms of the verb which expresses the time (Jabbari, 2013:250). Furthermore, Obeidat (2014:62) states that the tense of an action is considered as a crucial factor in linking an action to the time in which it existed. It is like with explanation above that tenses are the action related with time. Actually there are different concept between time and tenses. So, it is clear that time and tense is not same, tenses always related with the verb which expresses the time.

On the other hand, Rai (2012:62) adds that English tense is not very much complex construction which can be expressed lexically, morphologically and analytically. The following examples make it clear.

1. Go (v1) went (v2) = lexical (past).
2. play (v1) play-ed (v2) = morphological (past)

plays (v1) play-s = morphological (present)

3. write (v1) will write = analytic (future).

From the example above it shows that past is expressed both lexically and morphologically, present is expressed morphologically and future is expressed analytically.

Based on the definition above the researcher concludes that a tense is a part of grammatical category that shows the time of the action that expressed using verb. Tenses have three parts, there are present, past, and future. All of the tenses above divided into 12 tenses but in this research, the researcher focus on simple present tense.

### **2.2.3 Simple Present Tense**

#### **a. The definition of Simple Present Tense**

The present simple to talk about actions we see as long term or permanent. It is a very common and very important tense (Brown & Brown, 2010:5). It means tense that use for commonly activity and act. Azar (2002:2) stated that “in general the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future”. In other words simple present tense is the language sentences are often used in daily activities.

## b. The forms of Simple Present Tense

Simple present tenses have two forms, there are verbal and nominal. Verbal sentence indicates with verb or the subject is doing something but in nominal sentence using complement. Besides that, there are affirmative, negative, and interrogative in nominal and verbal sentences. All of them show the different function in simple past tense.

### 1. Affirmative Statement

The formula to make an affirmative statement in verbal sentence is:

Subject + Verb 1 + Object

For example:

- I see a beautiful view in this morning.
- He plays football everyday.

The present of the verb be use am/is/are. The sentence does not contain the original verb or nominal sentence. It just uses complement. The formula is:

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

For Examples:

- They are students in this school
- It is a nice day.

## 2. Negative Statement

In simple present tense the form of interrogative and negative statement always use auxiliary verb 'do' for plural subject and 'does' for singular subject when the predicate is verb. The formula of negative statement is:

Subject + do/does not + Verb 1 + Object

For examples:

- He does not get much money.
- We do not invite her to the party.

To make negative statement without verb are the formula as follows:

Subject + is/am/are not + complement

For examples:

- Jena is not angry because her friend came late.
- They are not tired because they enjoy their holiday.

## 3. Interrogative

In past simple question and negative question use the formula:

Do/ does not + Subject + infinite (verb 1) + Object?

For examples:

- Do you go out this evening, Tom?
- Do you invite her to the party tonight?

To make interrogative without verb be followed the formula:

Is/am/are + Subject + complement?

Is/am/are not + Subject + Complement?

The examples:

- Is Tom at work today?
- Aren't they tired this holiday?

### c. The use of simple present tense

According to Ansell (2000:27) the uses of simple present tense as follow:

1. For instance, the simple present can be used to refer to actions which occur at regular intervals.

e.g.

- We visit our friends every Sunday.
- They take a holiday once a year.
- Geese fly south every fall.

2. The simple present is also used in stating general truths.

e.g.

- Gas expands when heated.
- The Pacific Ocean is the largest ocean in the world.
- Canada lies north of the United States.

3. In addition, the simple present is used when referring to printed material, and when describing events portrayed in a book, film, or other work of art.

e.g.

- The report presents the information clearly.
- At the end of the film, the hero finds the hidden treasure.

4. Occasionally, the simple present is used to express actions occurring in the future or the past.

e.g.

- Our plane leaves at eight o'clock tomorrow night.
- Burglar steals valuable paintings.

#### 2.2.4 Cooperative learning

A term that refers to instructional methods in which of all levels of performance work together in small groups toward a common goal (Slavin, 1982:6). It is same as learning in team and discussion. According to Sani (2014:187) learning is done by increasing learning activities with a number of students in one group. Cooperative learning activities suppress the awareness of students to help each other find and process information, apply knowledge and skills. So that cooperative learning is more concern to student's teambuilding learning activity and students centered learning.

There are some models of cooperative learning such as Student team-achievement divisions (STAD), Teams-Games-Tournament (TGT), Jigsaw, and group investigation. Along with

the times, learning innovations are increasingly diverse from models, methods to strategies. As the one of cooperative learning development Circle the sage as a strategy that concerns group learning with a combination of peer tutor learning.

### **2.2.5 Peer Tutor Learning**

Peer tutoring is teaching learning method with the most competent student's help to teach the other students (Sani, 2014:198). It focused on students centered learning and requires students to be active in discussion with fellow friends.

Students who are assigned to be facilitators or mentors can carry out various roles as teachers, mediators, co-workers, coaches or role models. Peer tutors referred to as mediators if they do not have a power over their learning groups. Peer tutors can act as assistant teachers if they teach their own friends, they also get administrative assignments such as checking whether the assignment is complete, what tasks are still lacking, preparing worksheets, preparing blank scores, and so on. Peer tutors can act as co-workers if they involved in the teacher's project work and given the authority to control and provide assistance to students so that the work results meet the applied work standards. Peer tutors act as coaches if they work cooperatively by encouraging other students to gather assignments, provide informal feedback. For the

last is that peer tutors act as role models if in the learning process he demonstrates or gives an example of doing a practical exam.

### 2.2.6 Concept of Circle the Sage

Circle the sage is the one of development strategy from cooperative learning strategies. The essential feature of cooperative learning is that the success of one student helps other students to be successful. This is just the opposite of the traditional classroom, in which the competition for grades and for other rewards means that one student's success may reduce the chances of another's success. Of course, cooperative learning (Slavin, 1982:6). Cooperative learning is strategies for teacher to teach the students in accordance with the curriculum that is being applied in many schools in Indonesia that is the curriculum 2013.

Circle the Sage is one of cooperative learning strategies developed by Kagan (1994:5). Here are the procedures of Circle the Sage, teacher divide students in the class into groups consist of 4 or 5 students. Then teacher polls the students who have a special knowledge. Students who have special knowledge stand up in front of the class, the students tutor each other. In the step of circling the sage, the students who become the sages act as the source of the information. They tutor their friends about particular material. Then in the next step, the students come back to their home group and discuss the disagreement that may appear during the previous

discussion. In this step, students also tutor each other to get the conclusion. During the home group discussion, every individual shares what they get from the sage. In this step, there are individual accountability and equal participation. Students also actively interact each other to find the final result of the discussion. According to Sani (2014:201) there are some steps for Circle the Sage Strategy; first, the teacher indicates students who has a certain knowledge to share. Of course, this knowledge must be related to the subject of study. Second, some students who understand it stand in front of the class. Third, the teacher divides students in several groups and asks them to surround each of the different sage. Fourth, the sage explains what he understands and participants who surround, hear, ask questions, and record information. After that, all students return to their group. Finally, Group members explain what they learned and compare information obtained from various sages who have been visited. There are three times of discussions about a topic. The first discussion is when the students surround the sages and get input from the sages. The second discussion is when the students back to their home groups and comparing notes with their teammates. The last discussion is when the teacher reviews the materials with the whole class.

The advantages of circle the sage strategy are students learn together in a group, do a discussion, and students centered

learning. Teacher just give materials to the sage so that they could learn together and cooperate. Help students to be more active in the class and tutor each other without hesitate to ask some questions to their friends when they do not understand the materials.

