CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Previous Studies

In this research the writer used five articles as previous studies. The first article is The Applicative Use of Problem Solving Technique in Teaching Grammar written by Dr. Rahmah Apen, M. Si. in International Seminar on English Language and Teaching (ISELT journal. This research used action research as research methodology. The results of this research showed that there was improvement in grammar mastery through classical instructional activities improved from 28.53 to 67.0. In group discussion activities the improvement is from 69.53 to 77.13. Meanwhile, there was improvement from 77.06 to 83.23 in pair work instructional activities. The result of this research showed there was improvement in students' grammar mastery using problem solving technique.

The second article is The Effectiveness of Snakes and Ladders Game to Improve Students' Mastery of Simple Past Tense in Constructing Recount Texts (A Quasi-Experimental Research of the Eighth Grade Students of SMP N 2 Demak in the Academic Year of 2013/2014) written by Ulil Albab in Journal of English Language Teaching. The Research design of this research used experimental research. In this research the writer used pre-test and post-test to collect data. The result of this research showed that t_{value} was higher that the t_{table} (3,41 > 2,002). It meant that the used of snakes and

ladder games gave the significant difference and it was effective to teach simple past tense.

The third article is Improving Students' Mastery of The Simple Past Tense by Using Chinese Whispers and Group Grid Technique written by Yenny Dwi Nugraheni in Journal of English Language Teaching. This research used classroom action research as research methodology. The final result of the research showed that there was a significant improvement in students' achievement. Their average score in pre-test was 58.65, in formative test 1 was 76.97, in formative test 2 was 79.06, and in post-test was 83.56. It meant that there was improvement in students' simple past tense mastery using Chinese Whispers and Group Grid technique.

The next article is Getting Students Actively Involved Using "Mistake Buster" Technique written by Hai K.P. Huynh in The Internet TESL Journal. This research explained how the students can be active and engaged in the learning process. It gave students a chance to find and correct the mistake. It was suitable for teaching writing and grammar.

The last article is *Teknik Mistake Buster dalam Pembelajaran Gramatika: Upaya Meningkatkan Penguasaan Gramatika dan Partisipasi Siswa Kelas I SMP Negeri I Sukasada dalam Pembelajaran dengan Orientasi Kurikulum Berbasis* written by Ni Made Ratminingsih in *Jurnal Pendidikan dan Pengajaran UNDIKSHA*. This research used classroom action research as research methodology and there were four steps in this research: planning, conducting, observation, and reflection. The result of this research showed that there was improvement in average score from 23,97 in

the pre-test became 70,0 in post-test cycle I. Then 60,90 in post-test cycle II, and 69,62 in post-test cycle III. It meant there was improvement in the students' grammar mastery by using mistake buster technique and it showed that mistake buster technique was effective in teaching grammar.

Based on the previous studies above, there are some similarities between the previous studies and this research. All of the researches tell how to improve grammar mastery. The second, third, and fourth researches focus on simple past tense mastery. It is same with this research. The next is most of research design and methods of data collection in previous studies are same with this research. It uses experimental research and test. Besides that, it has several differences. The first, second and third previous studies use different research design. The next is the third and the fifth previous researches use classroom action researches while this research uses experimental research. The design of the research in previous research uses quasi-experimental research while this research uses true experimental research. Then the last is the subject of this research different with the previous research.

2.2. Grammar

Grammar is the important part in learning language. It becomes the key to be success in learning English. There are several definitions about grammar. According to Gerot & Wignell (1994:2), grammar is a theory of language and how language is put together and how it works. More particularly, it is the study of wordings. In addition, Grammar is the branch

of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns (Hartwell, 2009:109). It means that grammar is about the study of language pattern or wordings and it is very useful to arrange sentences or to understand how text works in spoken or written. Similarly with Hartwell's opinion, Harmer (2001:12) adds that grammar is the description of the ways in which words can change their forms and can be combined into sentences in language. The students must pay attentions with the structure of the sentence when they make sentences. On the other hand, the structure of sentence in English is influenced by the selection of the words especially the verbs that can change depend on the time. So, the students must be careful in making sentences.

Celce-Murcia & Larsen-Freeman (1999:3) defines that grammar is a way that accounts for both the structure of the target language and it is communicative use. Furthermore, Syam (2017:107) stated that grammar is the system of word structures and word arrangements of a given language at a given time. It explains about the structure of the target language and how to use it in communication with the good structure.

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. It shows that grammar have a varieties of discussion not only focus on the features of language but socially, pedagogically and linguistics. For example, pedagogically grammar explains about teaching and learning grammar, in

linguistics explain about words, phrase, and others combined to make sentences.

Based on the definition above the writer 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.

2.2.1 The Aspect of Grammar

a. Traditional Grammar

Traditional grammar aims to describe the grammar of standard English by comparing it with Latin (Gerot & Wignell, 1994:5). Traditional grammar usually used in education. It is used to teach the students when they learn English especially part of speech like noun, verb, preposition, adverb, adjectives, and others. Besides that, traditional grammar focuses on the rules for producing correct sentences.

b. Formal Aspect of Grammar

According to Knapp & Watkins (2005: 34), the formal categories gives a way of classifying the bits and pieces that constitute sentences and texts. Moreover, formal grammars are concerned to describe the structure of individual sentences (Gerot & Wignell, 1994:5). In language system, if someone want to write sentence they must arrange constitute sentences like subject, verb, and object. It is very common to make good

sentence with the correct structure. The combinations of words are very useful to make basic sentences. Furthermore, when students make sentence, they must pay attention with verb agreement and tense because both of them including formal grammar. In addition, text is a part of formal aspect of grammar, such as description, narrative, report, recount, and others.

c. **Functional Aspects of Grammar**

The functional aspect of grammar is describing concerned with what the language is doing, or better, being made to do (Knapp & Watkins, 2005: 35). In functional aspect of grammar explains about the constituent of sentences are doing because pieces of sentences have the different role in sentences. It is like noun, adjectives, and adverbs are part of speech and it including formal aspect of grammar. In functional aspect of grammar describes how the writer uses them in sentence. For example, is a noun, it can be subject or object in sentence (Knapp & Watkins, 2005:35).

Table 2.1. The Example of Functional Aspect of Grammar

Article	Noun	Verb	article	Noun	Formal
The	Boy	Hit	the	Ball	
Subject		Verb	Object		Functional

Taken From Knapp & Watkins, (2005:35).

In addition, Gerot & Wignell (1994:6) add that functional grammar views language as a resource for making meaning. It

is not only focuses on the structure of the text but also focuses on the meaning of the text.

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. Kardimin (2009:155) argued 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. Moreover, Xin (2010:2) stated 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. 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. 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. 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). 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 > went = lexical (past).

2. play > play-ed = morphological (past)

   plays > play-s = morphological (present)

3. write > 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 writer 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 past tense.

2.2.3 Simple Past Tense

a. The Definition of Simple Past Tense

There are some definitions about simple past tense. According to Kardimin (2009:115), simple past tense is the events that occurred or action activities that done in the past and known the occurrence of events do. In line with kardimin's opinion, Sargeant (2007:65) stated that simple past tense used to talk about things that happened in the past.

Besides that, M.A. (2013:38) adds that simple past is used to indicate the past events. Simple past tense plainly indicates a single definite event in the past (Xin, 2010:8). Albab (2014:63) stated that simple past tense is explained that "both forms (simple past tense and past progressive tense) of the past tense represent definite past. They refer to events that were completed before the statements made.

In addition, Riyanto, NH, & NH (2007:140-141) state that simple past tense is a verb form that is used to express:

1. One action which happened or took place at a particular time in the past.

2. Repeated, habitual actions in the past.

Based on the definition above the writer concludes that simple past tense describes an action or activity which happened in the past time.

b. The Forms of Simple Past Tense

Simple past 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 2 + Object

For example:

- I saw a good film last night.

- He went to Malang last week.

Simple past often end in –ed (regular verbs) and others are irregular verbs (does not end in –ed). There are some examples about regular and irregular verb (Azar, 1989:17)

Table 2.2 Regular and Irregular Verb

Regular verb: the simple past and past participle end in –ed			
Simple Form	**Simple past**	**Past Participle**	**present participle**
Hope	Hoped	Hoped	Hoping

Stop	Stopped	Stopped	Stopping
Listen	Listened	Listened	Listening
Study	Studied	Studied	Studying
Start	started	Started	Starting
Irregular verb : the simple past and past participle do not end in –ed			
Simple Form	**Simple past**	**Past Participle**	**Present Participle**
Break	Broke	Broken	Breaking
Come	Came	Come	Coming
Find	Found	Found	Finding
Hit	Hit	Hit	Hitting
Swim	Swam	Swum	swimming

Taken from Azar, (1989:17).

The past of the verb be (am/is/are) is was/were. The sentence does not contain the original verb or nominal sentence. It just uses complement. The formula is:

Subject + was/ were + complement.

For Examples:

- They were at the beach last Sunday.

- It was a nice day.

2. **Negative Statement**

Mas'ud (2005:25) stated that in simple past tense the form of interrogative and negative statement always use auxiliary verb 'did' for all subject when the predicate is verb. The formula of negative statement is:

> Subject + did not + Verb 1 + Object

For examples:

- He did not get much money.

- We did not invite her to the party.

To make negative statement with verb are the formula as follows:

> Subject + was/ were not + complement

For examples:

- Jena was not angry because her friend came late.

- They were not tired because they enjoy their holiday.

3. **Interrogative**

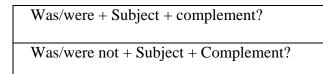In past simple question and negative question use the formula:

> Did/ did not + Subject + infinite (verb 1) + Object?

For examples:

- Did you go out last night, Tom?

- Did you invite her to the party last night?

To make interrogative with verb be followed the formula:

Was/were + Subject + complement?
Was/were not + Subject + Complement?

The examples:

- Was Tom at work yesterday?

- Weren't they tired last holiday?

There are some time markers that are usually used in simple past tense (Riyanto et al., 2007:141):

Table 2.3 Time Markers in Simple Past Tense

Yesterday	In …..	When
Last	For…	At…
Ago	From ….to	

Taken from Riyanto et al., (2007:141).

c. The Use of Simple Past Tense

According to Thomson & Martinet (1986:117), the use of simple past tense are:

1. It is used for actions completed in the past at a definite time. It is therefore used:

- For a past action when the time was given.

  ➢ I met him yesterday.

  ➢ Pasteur died in 1895.

- When the time is asked about:

> ➢ When did you meet him?

- When the action is clearly took place at a definite time even though this time is not mentioned.

  > ➢ The train was ten minutes late.

  > ➢ How did you get your present job?

  > ➢ I bought this Montreal.

2. The simple past tense is used for an action whose time is not given.

   The examples are:

   > ➢ He worked in that bank for four years. (but he does not work there now)
   >
   > She lived in Rome for a long time. (But she is not living there now)

   > ➢ My grandmother once saw Queen Victoria.
   >
   > Did you ever hear Maria Callas sing?

3. The simple past tense is used for a past habit:

   For examples:

   - He always carried an umbrella.

   - They never drank wine.

4. The simple past is used in conditional sentences.

2.3 Teaching Technique

a. Model, Strategy and Technique

In teaching, teacher does not only transfer knowledge, but he/ she should organize classroom smartly, engage students, and create classroom environment. Besides that, the teacher must have some ways to make students engaged in learning. There are various terms related with language teaching. There are model, strategy, and technique.

Teaching model is a conceptual framework and systematic procedures in organizing learning experiences to achieve specific learning objectives serve as guidelines for the design of teaching as well as teachers in planning and carrying out teaching and learning activities (Majid, 2013:13). In teaching model, the entire element in teaching and learning activities arranged systematically. Model of teaching is very important in teaching and learning activities. The teacher selects the best model to reach learning objectives for students.

Moreover, a model of teaching is a description of a learning environment. According to Joyce & Weil (2003:11), the descriptions of learning environments start from planning curriculums, courses, units, and lessons to designing instructional materials—books and workbooks, multimedia programs, and computer-assisted learning programs. Model of teaching, as learning pattern, is used by teacher to achieve learning objectives. The teacher can choose the

appropriate and efficient models of teaching related with planning curriculum, materials, media, and learning process.

Teaching model is basically a form of learning illustrated from beginning until the end that is typically presented by teacher (Rachmawati & Daryanto, 2015:151). Teacher must be creative to create learning environment, and have good skill to develop the materials and teaching models to be better. Model is larger than strategy, method and technique. If the strategy, method, and technique arranged together, the model of teaching will be run well.

The next term is strategy. According to Majid (2013:3-4), strategy is a pattern that is planned and determined intentionally to carry out an activity or action. In addition, strategy refers to a planned series of actions for achieving something (Adom, Adam, & Agyemang, 2016: 47). Before teacher teaches the students, they must prepare the strategy. It is including objectives of the activity, who is involved in activity, process of activity, and the facilities that support learning activity. All of the elements in strategy must clear and prepared well. For example the objectives of the activity the students are able to understand the materials, applied the material that have been learnt in environments, and others. The students always involved in learning activity. So, the teacher must pay attention the students' ability in learning, and try to make students understand the materials. The teacher must organize the process of learning. The

facilitation of learning is important, like the use of media to make easy in students understanding.

Furthermore, teaching strategy is planned series of action that include the use of method and the usage some sources in learning (Majid, 2013: 8). Teaching strategy focuses on lesson plan that does not focus in teaching activity. The use of method is very important in learning strategy. The teacher must decide what method that suitable for students and make teaching learning activity become active and fun. Method is the way that used to implement the plan that has been prepared in the real activity for the objectives that have been prepared to be achieved optimally (Majid, 2013:193). It means that method is used as implementation of strategy. Method is very important in teaching and learning process. The teaching strategy will be achieved when the teacher can apply the method very well. Moreover, method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified (Fauziati, 2009:15). Thus, the use of method is related with the teacher, learners, and the materials that will be taught to students.

The last is technique. Technique is a classroom practice done by the teacher when presenting a language program (Fauziati, 2009:16-17). In conducting teaching and learning activities, the teacher should decide teaching technique that will be used to teach their students. In addition, teacher are required to be smart in manage classroom environment. The teacher's ability in manage classroom

environment is needed because the teacher will practice learning strategy. The implementation of technique actually takes place in a classroom because it is included in teaching learning process. This is the way the classroom activities are integrated into lessons and used as the basic for teaching and learning.

Besides that, technique is the way practice done by someone in the implementation of method in specific (Majid, 2013:231). The good implementation of technique depends on the teacher. Every teacher has different style in apply their technique and create classroom environment. So, the best technique will make students interested in learning process, enjoy, and increase students' understanding about their material.

There are some techniques that usually teacher use in teaching. Besides that, teacher should choose good technique that suitable for students. Actually, all of the technique is good. It depends on the situation, place, and how teacher can be used practice technique. One of good technique that can use by teacher is mistake buster technique. This technique is very good in teaching grammar and writing. The students have chance to participate actively in learning process. Besides that, the students will work in a group and find some mistakes then correct it in a group. It will increase the students' understanding the material and create good learning environment.

2.4 Mistake Buster Technique

   a. **The Definition of Mistake Buster Technique**

Mistake buster technique is introduced by Hai K.P. Huynh. This technique is based on a desire to help language learners to learn better by creating a variety of opportunities for them to be able to reflect on everything that has been learned and can look back on a different side (Ratminingsih, 2007:141). Huynh, (2003) stated that it is an activity where the students take over the role of correcting mistakes (which is normally done by the teacher).

On the other hand, Hanifa & Tiarina (2013:343) stated that the mistake buster technique is a technique students' active participant in evaluating their own grammatical errors that are available made or prepared by the teacher. Todd (2002:16) in (Ratminingsih, 2007) added that self-assessment is very useful in the learning process and evaluation. With self-assessment the learners can more self-directed learning and more independent in using language.

Based on the definition above the writer concludes that mistake buster technique could make students to participate in correct grammatical mistakes.

   b. **The Advantages of Mistake Buster Technique**

According to Hanifa & Tiarina (2013:346), there are some advantages of mistake buster technique:

1) Mistake buster makes students feel excited because they are actively involved in the learning process.

2) Give the sense of accomplishment to the students due to the opportunity to identify and correct the possible mistakes themselves instead of teacher telling them what the mistakes are.

3) Help the teacher to check the students' comprehension and understanding of the lesson given.

4) Students feel comfortable and fun in teaching learning process.

c. **The Procedure of Mistake**

There are some steps in mistake buster technique (Huynh, 2003:2-4).

1) Choosing a mistake category

The focus of the mistake based on the lesson that being taught for example tenses.

2) Preparing the mistakes (regular and irregular verbs in the simple Past Tense)

The teacher will prepare the mistake in the form of a verb list, in short sentences, in long sentences or in a narrative then the students will find and correct it.

3) Sample Activities

According to Huynh (2003:3-4), there are several sample activities in the mistake buster technique:

a. Step 1. Warm up: (A verb list can be used.)

- Tell students they are going to have an activity to review the Simple Past Tense.

- Divide the class into two teams and tell them they are going to compete in the activity.

- Make two columns on the white board and ask students to fill the left column verb 1.

- The students must find the form of simple past tense.

- The students must raise their hand before answer the question to get the permission to give an answer.

- The students will get point in correct answer.

- Start the activity when the students ready to answer.

b. Step 2. (Short sentences and long sentences can be used.)

- The students have to listen to short and long sentences to find the verb error and correct it in the simple past tense.

- Start reading one sentence at a time. Repeat the sentence if they did not understand it the first time.

- The Students have to raise their hands before answer to get permission. The team will get score each correct answer.

c. Step 3. (A narrative can be used.)

- The students have to listen to a narrative and write down the verbs error.

- Read narrative text at a normal speed once.

- Read it again if necessary.

- They have to raise their hands quickly to get the permission to give an answer.

- Ask them to say out loud the wrong verbs they heard and the correction as well.

- Keep score and add them up when all the verbs have been corrected.

d. Step 4. Wrap up

- Praise students for their efforts.

- Review important points or give more explanation if necessary.

2.5 Teaching Grammar

Teaching is a process to transferring knowledge. Besides that, teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly (Ball & Forzani, 2009:498). In teaching there are teacher and students, the teacher will help the students to get something or give knowledge related with the subject that they teach like English subject. Teacher has obligation to make students understand about the English language especially about grammar.

Teaching grammar for secondary school is not easy. Grammar is about form and one way to teach form is to give students rules;

however, grammar is about much more than forms, and its teaching is ill served if students are simply given rules (Celce-Murcia, 2001:251). In teaching grammar teacher will teach the forms and teach some rules in learning language. Most of students in secondary school think that grammar is difficult and boring. It will influence the students' interested in learning grammar. Teacher must understand the students and try to change the students' mindset. Besides that, create classroom environment is important. When the students enjoy in learning grammar they will be easy to understand the materials. So, teaching grammar in secondary school need media and suitable technique or method to make students engaged in learning grammar. The teacher must active to check students understanding by giving question answer, or give test as evaluation.

Technique, strategy, or method is important in teaching grammar. Teacher must have various technique and methods in teaching grammar. So, teaching grammar is not monotonous and boring. It will help the students to understand the materials and make English class more fun. Besides that, the students will active to participate in teaching learning process. Teaching grammar is large not only focus on the structure of the words, or make good sentences. According to Celce-Murcia (2001: 256), teaching grammar means enabling language students to use linguistics forms accurately, meaningfully, and appropriately. The students are able to understand the use of linguistics forms, applied some language rules in

communication, improve students' ability in writing skill or others after learnt grammar in secondary school. It can be basic to learn English in secondary school and it is very useful in learning English in the next school.