CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related findings, some pertinent ideas, conceptual review and conceptual framework:

A. The Previous Related Research Findings

Previous research finding is used to support argument in the research. It is also as reference and comparison the research with the other research. Many researchers have conducted a research about grammar. Some of them will be illustrated as follow:

1. Suharman Syamsir, stated in his research about Improving grammar mastery of the second grade students of SMAN 3 Parepare by using think pair share technique. In his research was there was significant different between pre-test and post-test of experimental class and control class, nevertheless both of them was improved, but there was no significant different between the mean scores of both of the classes.[1]It means that using think pair share technique to improve the second grade students' grammar mastery at SMAN 3 Parepare was not effective.

2. Atiqoch Novie Ameliani, she has researched about Students' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang. She assumes in their article that many problems are faced by young learners or students. Many researches are done to investigate and observe what happened in this case. Grammar is a big problem when students learn English as EFL learners.

---

[1]SuharmanSyamsir. *Improving Grammar Mastery of the Second Grade Students of SMAN 3 Parepare by Using Think Pair Share Technique*(unpublished Skripsi, Parepare: JurusanTarbiyah, 2016)

English is usually signed by grammar. Grammar is an important tool in learning English. It will help us much in learning English when we understand grammar.[2]Then, the result of the research also will show the students" difficulties in grammar. Besides that, it will be useful not only for the students of the seventh grades of SMPN 1 Magelang but also for the teachers and any other people in the education environment.

3. Ria Reski Awal, states in her research that she wants to find out whether improving the first year students' understanding on simple tense through song at SMKN 3Selayar Island Regency is effective. In addition, she concluded her research that application of using song was helpful to improve students' understanding on simple past tense because there was a significant improvement after the cycle was conducted and also the students have great enthusiasm in learning process. It was indicated by the result observation checklist. This research shown that all data found discussed refer to the research target. It means that using song was effective to improve the students' understanding on simple past tense of the first year students of SMKN 3 Selayar Island Regency. [3]

Based on some previous findings above, those three type of research have done researcher about grammar mastery and students' difficulties in learning grammar. They use a different method, strategy or media to improve

---

[2]AtiqochNovieAmeliani, *Students' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang*(Proceeding of 1 st Conference of English Language and Literature (CELL), 2019)

[3]Ria ReskiAwal, *Improving the First Year Students' Understanding on Simple Tense through Song At SMKN 3Selayar Island Regency*(Makassar: Tarbiyah and Teaching Science Faculty. 2017)

the grammar mastery of the students and the three researchers show that several of students still have low achievement in grammar mastery and applying strategy, method or media can improve the students' grammar mastery but one of them used a method that was not effective for the students. The purpose of this study to know how the students' simple tenses mastery is and what students' difficulties in using simple tenses are at second grade at MTs DDI Buntukamassi Kab. Luwu.

B. Some Pertinent Ideas

1. Grammar

Grammar is the foundation of communication. Everybody can make a communication without grammar. Nevertheless, their communications must be defective. It will make a miscommunication or misunderstanding because erroneous grammar, like any badly setup internet connection, can affect the accuracy of any intended communication. Meaning could be easily be buried and concealed mistakes, a number of these error can be found with sentence structure, punctuation, and many other working of grammar. Therefore, grammar is the important element in language that needs to be considered for its existence.

According to Lily on GooldBrown that grammar is the art of writing and speaking correctly[4]. The perfection of grammar in writing and speaking will display the beauty of its respective arts. The harmonious sentence structure would reflect perfect meaning and shape. Grammar is the art of rightly expressing our thoughts by word.[5] It is, however, the province of grammar, to

---

[4]Goold Brown. *The Grammar of English Grammar* (New York: Samuel S & William Wood, 1984)p.91

[5]Goold Brown. *The Grammar of English Grammar.* p.93

guide us not merely in the expression of our own thoughts, but also in our apprehension of the thoughts, and our interpretation of the words, of other.

A language system analysis that it is not apart from grammar, and the study of grammar is not just considering an essential feature of language learning, but it is think to be sufficient for learners to actually acquire another language. Grammar is a very important to produce a language because without getting grammar the learners cannot use the language. Language are not only used but understood their meaning so that the information can be conveyed well.[6]

The language and grammar in English are a unified one. Without grammar, the meaning of the sentence and information is immaterial. Speaking is a very influential grammar. Miscommunication and misunderstand of the context may occur without a good grammar. So it is necessary to be stressed to learn grammar elements parallel with other language elements.

In teaching and learning English, grammar has an immense effect in assiting students to master the major target of learning English in communication. Students who speak and write without having the knowledge about grammar will feel confused, afraid and less-confidence. [7]

Mastering grammar is not an exercise that is confined to the classroom. While it is certainly important to learn the structures, styles, and rules that shape

---

[6]Geoffry Broughton, et. al. eds. *Teaching English as a Foreign Language* (New York: Taylor and Francis e-library, 2003), p.7

[7]NelviHandayani. "Teaching-Learning Processes: Simple Past Tense and Simple Future and their perception" (Journal of English Language Teaching, Vol.1 No.2, Maret 2013 series D)

the language, the key to truly learning English is to read and listen to the way people write and speak every day.

2. Tense

Tense is a part of grammar. Tense is a form of the verb that shows the time of the action, shows the perfection level of an action when it is done. The word time stands for a concept with which all mankind is familiar, divided into past, present, and future. The word tense stands for verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or state. In another word, interprets that the tense as any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb. Therefore, tense is the change of verb form to describe the time of an event, when an event happens.

3. The Identifying Feature of Simple Tenses

a. Simple Present Tense

Simple present tense is a tense that used to describe or explain a simple situation. Present tense usually is used studying a basic grammar and help the students making simple conversation or their written.

In general, the simple present tense express events or situation that exists always, usually, habitually, they exist now, have existed in the past, and probably will exit in the future.[8] The simple present tense indicates an action in the present time which is not finished. This can be a habitual action (something done regularly such as brushing your teeth every day) or a general truth.

---

[8] Betty SchramperAzhar, *Understanding and Using English Grammar,* (Second Edition; United States of Amerika: Prentice Hall Regents 1989), p. 2

The present simple can be used to refer to a general or permanent state of affairs, or facts which are considered true at the present time[9]. Simple present tense uses verb 1 to show the action in verbal sentence and to be (is,are, am) in nominal sentence. The patterns of simple sentences are:

1) Verbal Sentence Form

(+) S + V1 s/es + O/Adverb

(-) S + do/ does + not+ V1+ O/Adverb

(?) do/does+ S + V1 + O/Adverb ?

(-?) do/does+ S + not + V1 + O/Adverb ?

Note: Do   : used for subject I, you, we, they

             Does   : used for subject she, he, it

2) Nominal Sentence

(+) S + is/am/are + complement

(-) S + is/am/are + not+ complement

(?) is/am/are+ S + complement ?

(-?) is/am/are + S + not + complement ?

Note: Am   : used for subject I,

             Are   : used for subject you, we, they

             is   : used for subject she, he, it[10]

---

[9] Ronald Cartar, *Cambridge Grammar of English,* (United Kingdom: Cambridge University Press), p. 586

[10] Dian Tri Lestari, *Helping Program 02*, (Pare:Kresna Press, 2013)p.15

b. Simple Past Tense

The simple past tense is used to talk about activities or situations that began and ended at a particular time in the past.[11]Everything in the past is called past tense. To explain it using the past formula. Past tense is the fairly recognizable tense with a form that uses a second verb.

We use the past simple for an action in the past.[12]If a sentence contains when and has the simple past in both clauses, the action in the when clause happens first. When I rode my motorcycle, the little boy crossed the way. The first clause called time clause tells that the activity began first. A time clause can come in front of a main clause or follow a main clause. The second clause called main clause while its role as a second activity happened after the previous one did.

The simple past tense, sometimes called the preterit, is the past tense of modern English. It used to describe events in the past. It may combine with either or both of two aspects, the perfect and progressive. The simple past is used to talk about activities or situations that began and ended in the past.[13] From the several statement above, it can be concluded that the simple past tense describes an action which happened in time before the present time and is no longer happening. Simple pat tense is also used if the happened

---

[11]Betty Schrampfer Azar, *Fundamentals of English Grammar*, (New Jersey: Prentice Hall, 1992), p.32.

[12]John Eastwood, *Oxford Guide to English Grammar*, (New York: Oxford University Press, 2002), p.87

[13]Betty S. Azar, *Fundamental of English Grammar*, (New York: Longman, 2003) p. 25.

completely in the past even the time is not mentioned. The patterns of simple sentences are:

1) Verbal Sentence Form

(+) S + V2 + O/Adverb

(-) S + did + not+ V1+ O/Adverb

(?) Did+ S + V1 + O/Adverb ?

(-?) Did+ S + not + V1 + O/Adverb ?

2) Nominal Sentence

(+) S + was/were + complement

(-) S + was/ were + not+ complement

(?) was/were+ S + complement ?

(-?) was/were + S + not + complement ?

Note: Was   : used for subject I, she, he, it

Were   : used for subject you, we, they[14]

c.   Simple Future Tense

Future tense tells about things, condition, problems, the existence, works that actually are described by the verb form in future. The present future tense is also called as simple future tense is the grammatical tense used talking about something that will happen or exist. Simple future tense is used to express the events predicted to occur in the future.[15]The events to come are predictive. The word that not out of the future tense sentence includes simple

---

[14]Dian Tri Lestari, *Helping Program 02*, (Pare:Kresna Press, 2013)p.21

[15]Mr.   Sam.   Tt.   *Kitab   Grammar   ang   Tenses   Super   Lengkap*.   (Pamulang: PenerbitIlmuBumiPamulang-Bambu Apus, 2011),p. 133.

future tense is will. By the word will, it is already recognizable that sentence is future tense.

The simple future tense expresses future intentions.[16]Simple future tenses can mean, as the tense is that used for express a prediction, a prior plan, and willingness. It is a situation that may obtain in the present and will obtain in the future but with some future termination in sight. Simply stated, simple future tense is tenses with future meaning and will happen in the future.

1) Verbal Sentence Form

(+) S + will/shall+ Vbi+ O/Adverb

(-) S + will/shall+ Vbi + not+ V1+ O/Adverb

(?) Will/shall+ S + Vbi + O/Adverb ?

(-?) Will/shall+ S + not + Vbi + O/Adverb ?

Note: Will   : used for subject I, you, they, we, she, he, it

Shall   : used for subject I, we

2) Nominal Sentence

(+) S + will/shall//+be + complement

(-) S + will/shall+ be+ not+ complement

(?) will/shall+ S+ be + complement ?

(-?) will/shall + S + not+ be + complement ?[17]

---

[16]8McGraw-Hill *Interactions 2 Grammar, 4th Edition.* New York: PenerbitMcGrawHill/Contemporary,2020. p. 29.

[17]Dian Tri Lestari, *Helping Program 02*, (Pare:Kresna Press, 2013)p.23

d. Time signal

Table 2.1 Time Signal of Simple Tenses

Present	Past	Future
Always	Yesterday	Soon
Usually	Last …	Next …
Generally	… ago	Tomorrow
Ever	When …	By … (the evening/ next
Sometimes	In …	week/next month/etc)
Occasionally	Just now	Tonight
Seldom		The day after tomorrow
Once		
Once a day		
Once a week		
Twice…		
Three times…		
Every…[18]		

---

[18]Erwin Hari Kurniawan, *Basic English Grammar*, (Kediri: SMA3 PRESS,2011) p.5-6

4. Students' Difficulties

    The condition where the students cannot learn normally is called learning difficulties. Students' difficult in learning because they cannot learn in a normal way likes the others.[19]Therefore, when they difficult in mastering English, as foreign language likes grammar, especially in tenses usage. They will produce some errors in their learning. It cannot be avoided students. Therefore the difficulties faced need to be known to make repairs.

    The first language habits will be interfere the learners to learn new linguistic behavior and learn two languages will most difficult and it will make some errors in second language learning.[20]There are two types of challenges, such as the objectives difficulty and subjective difficulty. These types are related to the difficulties that the students encounter in the acquisition of grammatical features.

a. Objective difficulty concerns the difficulty of the grammatical rule itself. It can be show when they makes error in the sentences in writing or speaking.

b. Subjective difficulty refers to the actual difficulty that individual learners experience in second language learning. [21]

    The students' difficulties over many students. Handing it also requires a good strategy. All difficulties come from the students therefore the students also play an important role in overcoming each one's difficulties. Certainly with teacher interference and high motivation to overcome it.

---

[19]Ahmad, A, *PsikologiBelajar*, (Jakarta: PT RinakaCipt, 1991) p. 74

[20]Dulay, et al..*Language two*. (New York: Oxford University, 2001) p.99

[21]Dekeysar*, Implicit and Explicit Learning in C. Doughty & M. Long (Eds) The Handbook of Second Language Acqusition* (Malden , MA: Blackwell, 2009)p. 241

It means when the students learn tenses, their mother tongue will interfere their second language, it made the students difficult in using tenses and it caused an error when they are trying to make a sentence whether in writing or speaking. In the other words, the interference can appear in all the component of English, such as phonology, grammar, lexical and semantics.

The difficulties experienced by students cannot be separated from the factors that affect the quality of student learning. There are two factors, which causes students' difficulties in learning, as follows:

a. Students' internal factor. Student's internal factors are divided into two aspects, as follows:

1) Physiological aspect, this aspect is about the condition of students' body from every part of the body.

2) Psychological aspect, this aspect emphasizes on the inside conditions of the students. It consists of students' intelligence, talent, interest, motivation, mental health and special type of learner.

b. Students' external factors. Students' external factors concern all situations and condition around environment that do not support students' learning activity. Environment factors cover as follows:

1) Social environment, the social environment here is the human environment outside students who have contact directly with them such as family, in their school, neighbors and mass media.

2) Nonsocial environment, the factors which include the nonsocial environment are the location of student's house, the school's building,

learning instrument's, curriculum, and school timing. All these factors are though could be the influences for student's achievement.[22]

Students learning difficulties do not just happen. There are certainly factor that influence that. Such factors as have been explained above. In addition to knowing the factors, the difficulties students face need to be understood. So that we can find solutions to solve.

The school condition where the students learn also influences the success level of learning, besides the teacher quality, the methods curriculum, learning facilities, classroom condition, and the amounts of students. [23] Students 'difficulties in learning in a condition that makes the students cannot get the output-learning target because there are so many obstacles that come from inside or outside of the students in learning. It is as conclusion of the students difficulties.
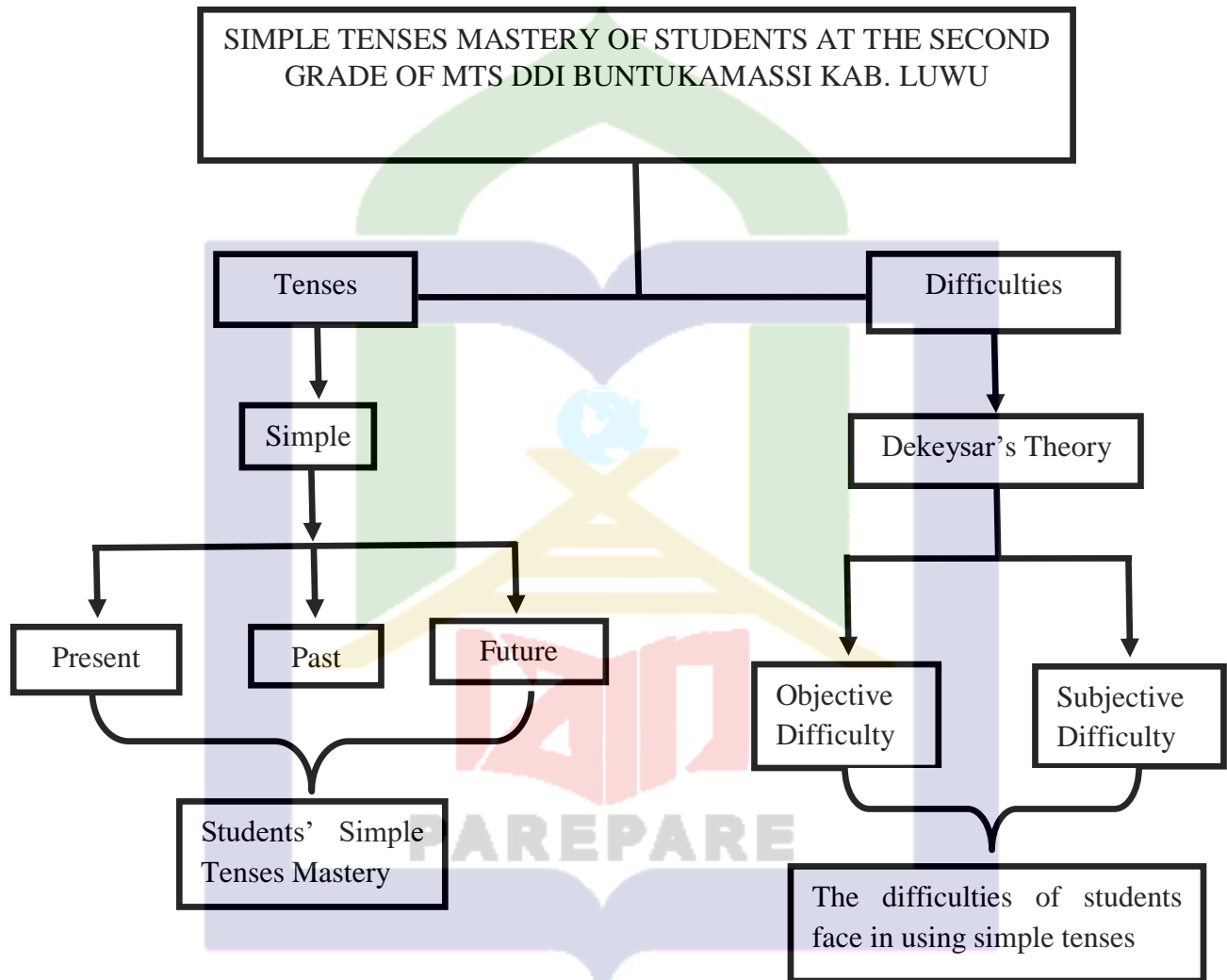
---

[22]Ahmadi, *PsikologiBelajar.*(Jakarta: PT RinakaCipt. 1991)p.75-79

[23]M. Mulyono, *PsikologiPendidikan* (Jakarta:RenikaCipta, 2005)

A. Conceptual Framework

The conceptual framework of this research can be illustrated diagrammatically as follow:

```
┌──────────────────────────────────────────────────────────┐
│  SIMPLE TENSES MASTERY OF STUDENTS AT THE SECOND          │
│  GRADE OF MTS DDI BUNTUKAMASSI KAB. LUWU                  │
└──────────────────────────────────────────────────────────┘

   ┌──────────┐                          ┌──────────────┐
   │  Tenses  │──────────────────────────│ Difficulties │
   └──────────┘                          └──────────────┘
        │                                       │
   ┌──────────┐                          ┌──────────────────┐
   │  Simple  │                          │ Dekeysar's Theory│
   └──────────┘                          └──────────────────┘
        │
 ┌─────────┬─────────┬─────────┐    ┌──────────────┐  ┌──────────────┐
 │ Present │  Past   │ Future  │    │  Objective   │  │  Subjective  │
 └─────────┴─────────┴─────────┘    │  Difficulty  │  │  Difficulty  │
                                    └──────────────┘  └──────────────┘
   ┌──────────────────┐
   │ Students' Simple │       ┌─────────────────────────────┐
   │ Tenses Mastery   │       │ The difficulties of students│
   └──────────────────┘       │ face in using simple tenses │
                              └─────────────────────────────┘
```

Conceptual framework is a conceptual model relating to answer the research questions. In this research, the researcher will focus onthe students' simple tenses mastery in active sentences. The simple tenses are simple present, simple past and simple future. The researcher alsowants to know the difficulties faced by students in using simple tenses at the second grade of MTs DDI Buntukamassi Kab. Luwu. The difficulties of students in using simple tenses refer to Dekeysar's theory is objective difficulty and subjective difficulty.