

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. General Concept of Grammar

a. Grammar in learning and teaching English

Grammar is one important component in study of language, beside phonology (sounds and pronunciation) and vocabulary. Furthermore, grammar is a way how to understand the language, and make the speaker and listener are able to communicate each other by using the understandable communication. Theory of grammar is not inherently good or bad, right or wrong, true or false.

Rather grammar is validated by its usefulness in describing and explaining the phenomenon called Language.¹ In addition, in language learning, grammar has a rule to help students and teachers to understand and produce text. According to the Gerot and Wignell, grammar is a theory of language, of how language is put together and how its work.² In other word, grammar is a central point in teaching and learning English.

Furthermore, grammar is conventionally seen as the study of the syntax and morphology of sentences.³ As can be known that, the syntax and morphology are the study of word order, rules of how words are arranged become a sentence and paragraph that understandable.

As a result, by learning grammar the students are able to construct the sentences either written and spoken correctly, and able

¹Gerot at all, *Making Sense of Functional Grammar*, (Australia : Antipodean Educational Enterprises, 1995), p.4.

²*Ibid*, p.2.

³Scott Thornbury, *How to Teach Grammar*,(England: Pearson Education Limited, 1999), p.2.

to avoid misunderstanding when they use the language to communicate.

There are three types of grammar, as follows: ⁴

(1) Traditional grammar

Traditional grammar aims to describe the grammar of Standard English by comparing it with Latin, it focuses on rules for producing correct sentences.

(2) Formal grammar

Formal grammar is concerned to describe the structure of individual sentences.

(3) Functional grammar

Functional grammar is views language as a resource for making meaning. This grammar attempt to describe language in actual use ad so focuses on texts and its contexts.

For the explanation above, the researcher can conclude that the grammar should be learned and understood by all of people who learn language. Learners need to learn not only what forms are possible, but also what particular forms will express their particular meanings, because grammar is a tool for making meaning. Such as, when the learners want to express and tell their experience, they need to use tense that is able to show the past happen, because the past simple is used to talk about a specific experience, often at specific past time.⁵

b. Definition, Usage and examples of simple past tense.

Tense is a form of a verb which determines: Time of action and the complete action at the time or something happened, past is beyond in time, after.⁶

1) Simple Past tense

Simple Past Tense is tense which is used for the previous or

⁴Gerot at all. *op.cit*, p.5-6.

⁵Scott Thonbury, *op. cit*, p. 63.

⁶As. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford University Press, 1987), p.617.

past of time. Beside that, simple past tense has any functions, as follows:

- a) To indicate that something happened at a specific time in the past.
- b) To indicate the situations that exists for a period of time in the past.
- c) To indicate past habit.

Furthermore, simple past tense is a form that is used to refer to action or even completed in past time. According to Betty Schramper Azar, Simple past tense is a form that indicates an activity or situation began and ended at a particular time in the past.⁷ In general, simple past tense expresses events or situation that always, usually and habitually exist in the past time.

The purpose of simple past tense verbs within the English language is to express activity, action, state, or being in the past.⁸ For example: “We visited the grocery store yesterday.” Visited is a simple past tense verb that is used to describe a completed action.

2) Pattern of Simple Past tense (Verbal Form)

I/ we/ you/ they/ he/ she /it + past tense (verb + ed)
(+) S + Verb II + O
(-) S + Did + not + Verb I + O
(?) Did + S + Verb I + O

The Functions are used:⁹

- a) To indicate action or event that happened at specific time in the past.

Example: I met her two days ago.

Mary played tennis last week.

⁷Betty Schramper Azar, *Understanding and Using English Grammar* (United State: Prentice Hall Regent,1989), p. 24.

⁸<http://www.yourdictionary.com/grammar-rules/Past-Tense-Verbs>. Html, 19thAugust 2009.

⁹Fuad Mas'ud, *Essentials of English Grammar*, (Yogyakarta: BPFE, 1991), p. 34-35.

Ali went to Yogyakarta yesterday.

b) To indicate past habit

Example: He always carried an umbrella.

They never drank the wine.

We usually spoken English.

Last year it rained frequently in this area

c) To indicate an event that really happened in the past but doesn't mention the time.

Example: I bought this car in Jakarta.

When did you see me?

The trains was ten minutes late.

In the simple tense, the interrogative and negative form, always use the auxiliary verb "DID" for all the subject, when the predicate is a verb.

Examples:

- a. Did you Play tennis yesterday?
- b. We did not study last night
- c. Did the dog bark this morning?

3) Use of "Was and were" (Pattern of Nominal Form)

If the predicate is not a verb, for example: teacher, post man, doctor, house, building etc. or an adjective, for example: busy, lazy, happy, tired etc. or it can be an adverb, like: here, there, at home, at the station etc. so, we have to use the auxiliary verb "to be" that are was or were. The past of be (am, is, are) is was and were. Use of was with first and third person singular, and were with other person.¹⁰ The pattern of as follows:

I/He/She/It + was/wasn't		Was + I/She/He/It?
We/You/They	+	Were + we/You/They?
were/weren't		

¹⁰ Robert Krohn, *English Sentence Structure*, (Jakarta: Binarupa aksara, 1990), p. 23.

(+) S + tobe (was,were) + 3 Complements (Noun, Adjective, adverb)

(-) S + Was/were + not + 3 Complements

(?) Tobe (was/were) + S + 3 Complements

Examples:

- (a) Was John tired yesterday?
- (b) We were very busy last night.
- (c) Ali was here this after noon.

Note that in the past tense form (was and were) do not use 'did' in negatives and questions with was and were.¹¹

- a) I was angry because they were late.
- b) Was the weather good when you were on holiday?
- c) They weren't able to come because they were so busy.
- d) Did you go out last night or were you tired?

4) Regular and Irregular Verbs

a) Regular Verb

- (1) If a verb is regular, the past simple ended in-ed.

Examples: to workworked

to playplayed

to happenhappened

to finishfinished

- (2) The verb that the last letter ended by Y and before the Y is consonant, so that, the Y changes into I and then added by ed.

Examples: to carry Carried

to cry cried

to apply applied

- (3) Verb ended by Y but before the Y is vocal. The verb added by ed.

¹¹ Raymond Murphy, *op,cit*, p. 10.

Examples: to obey obeyed

to play Played

- (4) Verb one word ended by consonant, the consonant doubled in Ing form or on form II added by ed.

Examples: to hit hitting Hitted

to stop Stopping stopped

to spell spellingSpelled

- (5) If a verb ends in -e, we add - d

Examples: Hope/hoped, smile/smiled, dance/dance

Confuse/confused

- (6) If final syllable is not stressed, the final consonant isn't doubled.

Examples: Visit/visited, develop/developed

Happend/happened, remember/remembered.

- (7) In British English verbs ending in l have -ll- before ed whether the final syllable is stressed or not.

Example: Travel/ travelled, cancel/ cancelled.

- (8) Do not double final consonant if there are two vowels letter before it (oil-eed etc)

Example: Boil/ boiled, explain/explained, need/ needed.

- (9) Do not double the final consonant if the word ends in two consonants (-rt-lp-ng etc)

Example: Start/started, Hurt/hurted, Help/helped.

- (10) Do not double y or w at the end of words (at the end of words y or w are not consonants)

Examples: Stay/stayed, play/played.¹²

b) Irregular verb

When the past simple do not end in -ed (For example, I saw the verb is irregular).

- (1) With some irregular verbs, all three forms (infinitive, past

¹² Raymond Murphy, *op,cit*, p. 274.

simple and past participle) are the same for example 'hit'

- (a) Don't hit me (infinitive).
- (b) Somebody hit me as I came into the room (Past simple).
- (c) I've never hit anybody in my life (past participle present perfect).

(2) With other Irregular verbs, the past simple is the same as the past participle (but different from the infinitive) for example 'tell-told'.

- (a) Can you tell me what to do? (Infinitive).
- (b) She told me to come back the next day (past simple).
- (c) Have you told anybody about your new job?(past Participle- present perfect).

The following verbs can be regular or irregular:

Burn – burned or burnt, dream – dreamed or dreamt, learn – learned or learnt, smell – smelled or smelt, spell – spelled or spelt, etc.

Time Signal:

Yesterday, yesterday morning, yesterday afternoon, yesterday evening, last night, last week, last Friday, last month, last year, last century, an hour ago, all last year, in 1990, regularly, never.¹³

2. Storytelling

a. Definition of Storytelling

Most dictionaries define a story as a narrative account of a real or imagined event or events. According to As Hornby, a story is a description of past or imaginary events.¹⁴ Story is account of ideas and experiences that every human being possesses them. Tell is make

¹³Hotben D. Lingga, *Intisari Tata Bahasa Inggris Kontemporer*, (Jakarta: Kesaint Blanc, 2005), p. 448.

¹⁴As. Hornby, *op.cit.*, p. 852.

something known to somebody in words.¹⁵ Telling is an act of sharing, tell someone to inform something. Often as important to be storyteller as to the listener when people tell someone a good story, they release their language power.

Scott Thornbury said that:

Storytelling is a universal function of language and one of the main ingredients of casual conversation.¹⁶

Storytelling is a means of transmitting ideas from one person to another. It is a part of life, intrinsic to most cultures. Stories can educate, inspire and build rapport. They are a means of communicating and recreating. Storytelling can provide the opportunity to gain a deeper understanding of one's experiences and oneself.

Storytelling can come from personal experience, from one's imagination or from stories heard or read. It involves students by creating a link with peer, with the oral tradition, and with literature, it attunes students to their audience, to the power of language and to narrative structure.

Telling of life stories in a new language may be a means of empowerment that makes it possible to express new selves and desires previously considered untellable.¹⁷

From explanation above, storytelling is one of interaction activity by making relation between two persons or more. In the class, Storytelling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate. In addition, storytelling is an activity which is able to make the students express their imagination freely.

¹⁵As. Hornby, *op.cit*, p. 888.

¹⁶Scott Thornbury, *How to Teach Speaking*, (Longman, .tt), p.95.

¹⁷Anet Pavlenko, *TESOL Quarterly, Narrative Study: Whose Story Is It?Anyway?*, (United States: temple university, 2002), p.214.

b. Storytelling in Language Classroom

Everyone loves a story, including English second language learning. Stories usually use to promote communication and expression in the classroom. Moreover, story can illustrate grammar point.¹⁸ Story is one of literature that has an aesthetic value. In other word, story also consists of ideas, messages, imaginations and a certain language. Besides that, it can arouse a good intonation.¹⁹ With story, students are able to present in front of their friend barely.

Stories are first of all for enjoyment. Students (children) need to understand something about the story (not every word, but the main gist or story line). If they are going to enjoy it, pictures and gestures help a lot but the intonation and the way to tell or read it are very important.²⁰

For the explanation above, it can be concluded that stories have many values which is important to use as media. Furthermore, story not only gives an entertaining, but also makes students learn new vocabulary, grammar and language directly.

In addition, story as an information source that can inform the listener everything. Furthermore, story as an information source that can inform the listener everything. Stories provide a textual scaffold that supports the introduction of language that maybe way beyond the learner's capacity to process and produce.

There are some characteristics of a good story, as follow:²¹

- a) A single theme, clearly defined.
- b) A well developed plot.
- c) Style: vivid word pictures, pleasing sounds and rhythm.

¹⁸Marianne Celce Murcia, et al, *Techniques and Resources in Teaching Grammar*, (England: Oxford University Press, 1988), p. 51.

¹⁹Abdul Aziz, *Mendidik Anak Lewat Cerita*. (Jakarta: Mustaqim, 2003), p. 16.

²⁰Marry Slattery Press and Jane Wills, *English for Primary Teacher* (New York: Oxford University Press, 2003), p. 96.

²¹Barry Mc Williams, *Effective Storytelling A Manual for Beginners*, retrieved from: <http://www.eldrbarry.net/roos/eest.htm>, on 9th April 2010.

- d) Characterization.
- e) Dramatic appeal.
- f) Appropriateness to listeners.

Storytelling is one of the most basic ways of sharing knowledge, of making sense of experiences, and of seeing oneself in relation to others. Furthermore, storytelling involves imagination and the use of language and gestures to create scenes in the mind of the listener.²² It is a skill that improves with practice.

In addition, storytelling consists of story and storyteller. Storyteller (teachers) should concern to the many steps in telling a story. For the first, dialog, in this case the teacher should make use of different voices for different characters. Secondly, use voice to create the atmosphere or tension as the story progresses. Third, use gesture and facial expression, make sure they are appropriate and natural. For the last, repetition, in this case, teacher should repeat the story in order to make students more understand about the story, because it will make students' imagination wider.

Storytelling is the conveying of events in words, images, and sounds often by improvisation or embellishment. Stories or narratives have been shared in every culture and in every land as a means of entertainment, education, preservation of culture and in order to instill moral values. Crucial elements of stories and storytelling include plot and characters, as well as the narrative point of view.

c. The Educational value of stories

Stories for language learning provide many advantages. They introduce new language in context, help students enjoy and aware of the structure of the language learning, make students have encouragement and ambitious in learning, and help students learn grammar directly.

²²Jeff Gere, *Storytelling Tools for the Classroom*, retrived from: http://www.prel.org/products/pr_/storytelling.Htm, on 5th Pebruari 2010.

Educational value of stories, as follow:²³

- a) Story helps students relate new things to what they have known already.
- b) Story helps students to look at real life from different view points and imagine what it feels like to be someone else.
- c) Story lets students share their experiences with group-everyone listens and feels sad or happy.
- d) Story helps students develop their thinking and imagination skills.
- e) Story is interesting and enjoyable, and can be fun

The principle of storytelling is delivering stories orally. The stories learnt from oral, one of its purposes is entertainment. There is difference between telling and reading a story, one of the most important differences is the intonation pattern.²⁴

- a) When tell a story
 - Speak spontaneously
 - Use natural intonation to help make the story seem real.
 - Look at the students and they can be seen if they understand
 - Use facial expression and body gesture.
 - Practice first and have some support.
 - Don't need to worry if there is mistake.
- b) When read a story
 - Repeat and rephrase in natural way.
 - Stop and talk to children (student) about what is happening.
 - Stop and show pictures and talk about them.
 - Sometimes talk to individuals about an aspect of the story.

Furthermore, storytelling is able to grow out of playful, self-entertainment needs of humans, stimulate the listener's imagination, enlarge the listener's vocabulary and evolve from human need to communicate experience to other human. And fulfill an aesthetic

²³Marry Slattery, *op. cit*, p. 97.

²⁴Mary Slattery. *loc.cit*.

need for beauty, regularity and form.²⁵

d. Genre in Storytelling

In this case, genre is used to differ the kind of context and text. Storytelling here is used to tell something happened in the past like an experience. The notion “genre” and “grammar” are closely linked. Genre is used to refer to particular text types, not to traditional varieties of literature. It is a type of kind of text, defined in terms of its social purpose also the level of context dealing with social purpose.

Genre is divided into two categories, they are:²⁶

1) Story Genre

- a) Narrative : To amuse, entertain and to deal with actual or various experience in different way.
- b) News Item : Factual text which informs readers events of the day which are considered newsworthy or important.
- c) Exemplum : To deal with incidents that is in some respects out of the usual point to some general value in the cultural context.
- d) Anecdote : To share with others an account of an unusual or amusing incident.
- e) Recount : To retell events for the purpose of informing or entertaining.
- f) Spoof : To retell an event with a humorous twist.

2) Factual Genre

- a) Procedure : To describe how something is accomplished through a sequence of actions or steps.
- b) Explanation: To explain the processes involved in the formation or workings of natural or

²⁵Bicknell and Trotman Story Telling Retrieved From <http://www.Southernct.edu/~brownm/300tell.html>. 25th Desember 2008.

²⁶Rudi Hartono, *Genres of Texts*, (English Department Faculty of Language and Art Semarang State University, 2005), p. 6.

sociocultural phenomena.

- c) Report : To describe the way things are with reference to arrange or natural, manmade and social phenomena in our environment.
- d) Exposition : To persuade the reader or listener that something in the case.
- e) Discussion : To present (at least) two points of view about an issue.
- f) Descriptive : To describe a particular person, place or thing.
- g) Review : To critique an art work or event for public audience.
- h) Commentary: To explain the processes involved in the formation (evolution) of socio-cultural phenomenon, as though a natural phenomenon.

In this case, the kind of text that was used in this research is narrative and recount text, because the action verb that is used in these texts are past tense.

Narrative text is used to amuse entertain and to deal wit actual or various experience in different ways.²⁷ It also has specific categories, as follows:

- a.) Generic Structure
 - (1) Orientation : Sets of scene and introduces the participants
 - (2) Evaluation: A stepping back to evaluate the plight.
 - (3) Complication: A crisis arises.
 - (4) Resolution: The crisis is resolved. For better or for worse.
 - (5) Re- orientation: optional.
- b.) Significant Lexicogrammtical Features
 - (1) Focus on specific and usually individualised participants
 - (2) Use of material process, and in this text, behavioral and verbal process.

²⁷Gerot, *op.cit.* p.194.

- (3) Use of relational processes and mental processes.
- (4) Use of temporal conjunction and temporal circumstances
- (5) Use of past tense

Recount text is used to retell events for the purpose of informing or entertaining. Here the categories of recount text:

- a) Generic (Schematic Structures)
 - (1) Orientation
 - (2) Events: tell what happened, in what sequence.
 - (3) Twist: closure of events.
- b) Significant Lexico grammatical Features
 - (1) Focus on specific participants
 - (2) Use of material process
 - (3) Circumstances of time and place
 - (4) Use of past tense
 - (5) Focus on temporal sequence.²⁸

In this research, simple past tense is used by student to express their experience in spoken language. Spoken language is typically more dependent on its context than written language is. Spoken language tends to be complex grammatically intricate.²⁹ The grammar of speech has its own constructional principles; it is organized differently from writing. Spoken English has its own discourse markers too, for example:

- (a) Frequent non clausal unit.
- (b) A variety of tags not found in written style.
- (c) Interjections
- (d) Hesitators.
- (e) Condensed questions
- (f) Response forms.

²⁸Gerot, *Loc.cit.*

²⁹Gerot *op.cit.* p.161.

(g) Fixed polite speech formula.³⁰

Besides, one of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. And one of the most salient differences between native and non native speakers of language is their hesitation phenomena.³¹

In other word, English spoken has strong regional and idiomatic feature that can cause the learner difficult to understand and also inappropriate for use in the kinds of contexts in which many learners will be operating. Scott Thornbury said that, most learners of English as a foreign language will be using English to communicate with other non native speakers.

e. Example and the Implementation of storytelling in teaching simple past tense

1. An example of storytelling which is used as media in teaching simple past tense.

CINDERELLA

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her.

Fortunately, the fairy Godmother came and helped her to go the ball, Cinderella danced with her prince. The prince fell in love with her and then he married her. They lived happily ever after.³²

2. The implementation of storytelling in teaching simple past tense

For this research, researcher did some steps for using storytelling in teaching. First, she prepared the material, in this

³⁰Jeremy Harmer *op.cit.* p.15.

³¹Brown H. Douglas, *Principles of Language Learning and Teaching*, (New York: Pearson, 2000), 2nd ed p.7.

³²Badan penelitian, *Kurikulum 2004 Standar Kompetensi Bahasa Inggris*, (Jakarta: Departemen Pendidikan Nasional, 2004), p. 51-54

grammar (simple past tense). Then, she chose Cinderella and snow white story used in teaching. After that, she explained something should be noticed while telling the story in class preparation. And then, she explained the material (simple past tense). Next step was telling the story in order to give more examples about simple past tense which is obtained in the story. Finally, she gave students exercise related to the material by asking them to compose and tell their past experience story.

Scott Thornbury said that:

Storytelling is appropriate to all ages and all cultures, and works just as well with large classes as with small one.³³

As a result, storytelling is used as stimulus to improve students' ability in oral production and grammar (simple past tense). Because, grammar points can be arranged in stories, like story above. From the storytelling, students are able to adapt how to compose and tell the past story by using the correct grammar.

B. Previous Research

The researcher has some relevant previous researches that support, there are:

1. Thesis entitled, "Effectiveness of using flash card as teaching media on the student's mastery of vocabulary" (by Mulyanto (01420176) student of department of English faculty of education of language and art. IKIP PGRI Semarang 2006.

He did his research on experimental. And than, collected the data through non-randomized pre-test and post-test control design. He chosen two classes as his experimental and control group. Beside that, the fourth grade of elementary school as his participant in his research... The result of his study, that flash card was very interesting and effective media in teaching learning vocabulary especially for the elementary students. They felt more

³³ Scott Thornbury, *op.cit.* p.139.

enjoy and easy to memorize the vocabulary. The teaching process was success and could help the students' mastery in vocabulary.

From Mulyanto's final project, the researcher found the same research approach, but differ in media.

2. Thesis entitled, "Improving students' English ability through short story" (by Yuli Fitriani (05420686) student of department of English faculty of education of language and art. IKIP PGRI Semarang 2007)

She was using short story to teach the students in order to improve and ease students in learning English. This research concludes that the using short story can improve students' English ability. It can be seen the result by testing the students. Every students were able to improve their English ability based on the material that given by the teacher.

From Yuli Fitriani's final project, the researcher's research has the same in media and methodology, but differs in material.

3. Thesis entitled : "Marking of English verbs for past tense: A study of afghan learners by (Yar Mohammad BAHRAMI B.A., Kabul University, 2000). This research investigates the production and marking of English past tense verbs by 55 adult Afghan EFL learners who use Pashto or Dari as their first language. The participants were first required to produce the past tense while responding to a questionnaire about their daily activities, and then completed a correction task in which sentences with verb errors appeared.

Basically, this research is the same with the researcher research is experimental research and past tense material but different in participant.

C. Hypothesis

The hypothesis is the assumption that possibly true or possibly also wrong. The hypothesis is the provisional answer to the problems of the research that are theoretically considered as becoming possibilities or the absolute truth. It is provisional truth determined by researcher that should be tested and proved. Because the hypothesis was the provisional answer, it was

carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

In this research, the hypothesis is that there is a difference in oral use of simple past tense achievement score between students taught using storytelling and those taught using non-storytelling. In other word, the use of storytelling in teaching simple past tense is more effective than conventional method.