CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Teaching Grammar and Present Perfect Tense
   a. Teaching Grammar
      1) Definition of Grammar

      Grammar is a process for making meaning clear when contextual information is lacking.\(^1\) it means the simple words are not enough to express complete meaning, language learners need to study grammar to express and to understand a greater variety of meaning because grammar distinguish sentence in different context. Beside grammar is a tool for making meaning, grammar also has important function depend on the sentences. One sentence may express different meaning and express variety of time in different tenses, it is important to study grammar because when we use uncorrected grammatical sentences, it can make misunderstanding between the speakers and the listeners, it is the reason why do people should study grammar.

      Penny Ur explains that grammar is the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.\(^2\) It means that grammar is study of how to combine words in a sentence to make the sentence meaningful. The kinds of meaning realized by grammar has two principles, there are representational and interpersonal meaning.\(^3\) Representational means that grammar allow us to use the language to describe the words in term of how, when, and where does

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\(^1\)Scott Thornbury, *How to Teach Grammar*, (Malaysia: Pearson Education limited, 2006) P.4

\(^2\)Penny Ur, *Grammar Practice Activities; A practical Guide for Teacher*, (United Kingdom: Cambirdge University Press, 2002) p.4

something happen. Interpersonal means that grammar facilitate the way we interact with other people when we need to get things done using language such as using modal in sentences. Grammar is also rules about sentence formation, tenses, verb patterns and the moment structuring of what we say as it is being spoken. The researcher concluded that grammar is not just study about how to make correct grammatical sentences but also study about the moment when the action happen and what is the appropriate verb used in definite moment.

Linda Gerot explains that grammar is a theory of language, of how language is put together and how it works. The meaning of language is accessible through the words and their order is realized or expressed. More particularly, it is the study of wording, wordings are characterized such as how does a sentence able to explain meaning in that moment. In addition, Tornbury explains that grammar is partly the study of what form (or structure) is possible in a language. It means that grammar is study of the rules that govern how a language sentences are formed. It is possible for us to know what is the appropriate words can be formed in a sentence. Grammar also defined as the way words put together to make correct sentences the grammar of a language is the description of the way in which words can change their form and can be combined into sentences in that languages grammar can be seen as a process to put the words to construct grammatical sentences. In this case, the kinds of tenses are grammar and the researcher concluded that present perfect tense is part of grammar.

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4 Jim Scrivener, Learning teaching: A guidebook for English Language Teacher second edtn. (Macmillan book) p. 252
5 Linda Gerot and Peter Wignell, Making Sense of Functional Grammar, (Australia; Gerd Stabler, 1995) P.2-3
2) Types of Grammar

There are four forms of tenses that indicate the certain time of action. They are present, past, future and perfect.

a) Present Tense

Present tense describes habitual action, routine or thing that are generally or always true. Using time expression as follow: always, often, sometimes, seldom, every day, every year, etc.

b) Future Tense

Future tense describes the action that happened in the future time. Using time expression as follow: Tomorrow, next week, next month, etc.

c) Past Tense

Past tense is used to express actions that happened in the past. The time signals which used in the past tense are; yesterday, ago, last week, last month, for three years ago, etc.

d) Perfect Tense

Perfect tense is used to express actions that happened before another time or even. The explanation of present perfect tense in detail as follow:

3) General Concept of Present perfect Tense

a) Definition and The form of Present perfect Tense

Present perfect tense is a tense which express the idea or something that happened before now, at an unspecified time in the past. The exact time it happened is not important. This tense also used to express the activity that happened in the past until now. The formula as follow:

\[(+) \text{ S + have/has + past participle}\]
\[(-) \text{ S+ Have/has + not + past participle}\]
\[(?) \text{ Have/has + S + Past participle}\]

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b) The form of present perfect Tense

(1) Affirmative form

<table>
<thead>
<tr>
<th>Subject</th>
<th>Have/ Has</th>
<th>V3</th>
<th>Nominal Sentences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Have</td>
<td>Studied</td>
<td>Subject</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td>You</td>
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<tr>
<td>They</td>
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<td>We</td>
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<td>We</td>
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<tr>
<td>He</td>
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<td>She</td>
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<td>She</td>
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<td>It</td>
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<td>It</td>
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</tbody>
</table>

(2) Negative form

The negative of regular and irregular verbs are formed with have or has + not and the past participle.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Haven’t/ Hasn’t</th>
<th>V3</th>
<th>Nominal Sentences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Haven’t</td>
<td>Studied</td>
<td>Subject</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td>You</td>
</tr>
<tr>
<td>They</td>
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<td>They</td>
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<td>We</td>
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<td>We</td>
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<tr>
<td>He</td>
<td>Hasn’t</td>
<td></td>
<td>He</td>
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<tr>
<td>She</td>
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<td></td>
<td>She</td>
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<tr>
<td>It</td>
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<td>It</td>
</tr>
</tbody>
</table>
(3) Interrogative form

Verbal Sentences: Nominal Sentences:

<table>
<thead>
<tr>
<th>Have/Has</th>
<th>Subject</th>
<th>V3</th>
<th>Have/Has</th>
<th>Subject</th>
<th>Been</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>I</td>
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<td>I</td>
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<td>You</td>
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<td></td>
<td></td>
<td></td>
<td>They</td>
<td></td>
<td>They</td>
<td></td>
</tr>
<tr>
<td>Have</td>
<td>We</td>
<td>Studied?</td>
<td>Have</td>
<td>We</td>
<td></td>
<td>A Teacher?</td>
</tr>
<tr>
<td></td>
<td>He</td>
<td></td>
<td>Have</td>
<td>He</td>
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<tr>
<td></td>
<td>She</td>
<td></td>
<td>Have</td>
<td>She</td>
<td></td>
<td></td>
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<tr>
<td>Has</td>
<td>It</td>
<td></td>
<td>Has</td>
<td>It</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These following examples of regular verbs form from present, past tense and past participle:

Regular Verb
- Present: Ask, Clean, Open, Play, Stay
- Past: asked, Cleaned, Opened, Played, Stayed
- Past participle: asked, Cleaned, Opened, Played, Stayed

Irregular verbs form

Irregular verb different with regular verb, in regular verb the verb just added by *ed* but irregular verb must be studied, These following examples of irregular verbs form from present, past tense and past participle:

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become</td>
<td>Became</td>
<td>Become</td>
</tr>
<tr>
<td>Begin</td>
<td>Began</td>
<td>Begun</td>
</tr>
<tr>
<td>Bring</td>
<td>Brought</td>
<td>Brought</td>
</tr>
<tr>
<td>Drink</td>
<td>Drank</td>
<td>Drunk</td>
</tr>
<tr>
<td>Eat</td>
<td>Ate</td>
<td>Eaten</td>
</tr>
</tbody>
</table>
Find    Found    Found
Feel    Felt    Felt
Get      Got      Got/Gotten
Keep    Kept    Kept
Know    Knew    Known
Meet    Met    Met
Say      Said    Said
Think    Thought    Thought
Write    Wrote    Written

c) Time signal of Present Perfect Tense
   Common time expressions that are used in the present perfect tense are already, ever, just, never, not yet, so far, till now, up to now.⁸

d) The Function of Present Perfect Tense
   (1) The present perfect tense used to talk about experiences. It is important that we have done it in our lives or not. It is not important when we did it.
      Example; I have been abroad two times
   (2) The present perfect tense used to talk about an action which started in the past and continuous up to now.
      Example: I have been a teacher for more than ten years
   (3) The present perfect tense also used to talk about a past action that has the result in the present.⁹
      Example: I have lost my wallet

⁹http://www.eclecticenglish.com/grammar/PresentPerfect1A.html accessed on April 20th 2010
b. Approaches in Teaching Grammar

1) Deductive Approach

Deductive approach is learners are taught the rules of grammar and teacher gives specific information about the language, and then the students are expected to apply when they use the language. Thornbury explains that in deductive approach starts with the presentation of a rule and followed by example which the rule is applied. In addition, deductive approach is known as a top down approach, this is the standard teaching approach that has a teacher explaining rules to the students. The researcher concluded that deductive approach is the conventional method which commonly used by teacher in last period and in deductive approach the teacher should explain the rules clearly because she as the learning centre.

a) The advantages of deductive approach are:

(1) It is saving time. Many rules especially rule of form can be more simply and quickly explained than elicited from examples.

(2) It respects the intelligence and maturity of students’ especially adult learners. It is appropriate to adult learners.

(3) It is easy to teachers to explain the material without demonstration or using media.

b) The disadvantages of deductive approach are:

(1) Explanation is seldom as memorable as other forms of presentation such as demonstration.

(2) It is difficult for young learners to memorize the explanation.

11 Scott Thornbury, op.cit., p.29
12 http://esl.about.com/cs/teachingtechnique/a/a_teachgrammar_2.htm accessed on January 4, 2010
(3) Most of students less active because teacher as learning centre.

2) Inductive Approach

Inductive is known as a bottom up approach, it means that students discovering grammar rules while working through exercises.\textsuperscript{13} Ruth Wajnryb states that learners are not taught grammatical rules directly or explicitly, but are left to induce the rules from their use of language\textsuperscript{14} In other hand, Tornburry explains that inductive approach starts with some examples from which a rule is inferred without having met the rule, the learners study examples and from these example derives an understanding of the rule.\textsuperscript{15} The writer concludes that inductive approach is improvement of the deductive approach, it is the method which used by English teacher in recently years to improve the teaching strategy.

a) The advantages of inductive approach are:
   (1) It is more memorable because the rules are discovered by example.
   (2) Students more interested in learning.
   (3) It is possible to students more active because they get the opportunity for extra language practice.

b) The disadvantages of an inductive approach are:
   (1) Teacher should patient to build students understanding because the rules are discovered in example.
   (2) Spend lot of time and energy.
   (3) It is possible for students to make the wrong answer when analyzing the rules from example.

\textsuperscript{13}http://esl.about.com/cs/teachingtechnique/a/a_teachgrammar_2.htm accessed on January 4, 2010
\textsuperscript{14}Ruth Wajnryb, \textit{op.cit.} p.85
\textsuperscript{15}Scott Thornbury, \textit{op.cit.}, p.29 & 49.
2. Song in Teaching Present Prefect Tense

a. Song as Teaching Media

1) Definition of Song

Song is short of music with words that be sung. Song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written one or several voices and it is generally performed with instrument accompaniment. Song is one of teaching media, it may be used to create a more relaxing foreign language classes. It also can be used to teach grammar because in the lyrics of song there are several kinds of tenses, teacher can choose definite song which appropriate with tense that will be taught.

Ustadz Yasin in his book states that song is poem which is used to express the writer feeling, it is cited from the hadis above:

In Indonesia, most of English students have difficulties in learning English, they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students’ condition, the teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So, teacher as facilitator in learning process should think creatively how to make English can be learnt well and make students interested in learning. One of the strategies that can be

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17 Encyclopedi American Dictionary, 1977, p.220
19 H. Douglas Brown, op.cit, p. 7
used by teacher is using media to support teaching and learning process.

2) Kinds of Teaching Media

There are many kinds of media to teach English, one of them is song. Song could be used to teach grammar because in the lyrics of song there are several kinds of tenses, teacher could choose definite song which appropriate with tenses that would be taught. Media is an agent or companion, Association for Education and Technology (AEGT) define that media is a tool which is used to distribute information. Moreover, National Education Association (NEA) define that media is a something which can be manipulated, seen, heard, and read by instrument used in teaching learning process. In other hand, media is a tool store and conveys information. Media in teaching learning process are often used by teachers to improve students’ understanding on the material and to make teaching and learning process more enjoyable. Arsyad explains that teaching media are tools which used to convey teaching message. From those definitions, the researcher concluded that teaching media are the tools which are used by teacher to convey teaching message and to stimulate brain and feeling so the students interest in learning. Besides that, the use of media in teaching and learning process is to surmount the problem of communication between teacher and students, to motivate students in order to become active and to make them focus on the material.

In addition, teaching media can be various forms. It can be classified in three kinds, they are:

a) Visual aids; it is media that can be seen such as pictures, flashcard or card short, newspaper, realia, map, etc.

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b) Audio aids; it is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 player, CD, etc.

c) Audio Visual aids; it is teaching media that can be seen and can be heard such as video clips, films, TV news, VCD, TV, etc.

According to the explanation above, the researcher concluded that the use of song lyrics can be classified as audio visual aid because it can be seen and can be heard. In other hand, media are needed in teaching learning process, Arsyad and Rifa’i state that the use of media has several benefits, they are:

a) The teaching process will be more interesting, so that the students are motivated to learn. By using media, teacher can attract students’ attention to the material. In this case, by using media in teaching and learning process, students will be motivated in learning.

b) The material will be clear so that the students can understand the material easily. Media makes students easier in catching the material given by teacher.

c) The teaching and learning process will be variatif. It makes students enjoying the teaching learning process. The students will be bored if the teachers only use explanation when he is presenting the material during teaching and learning process. The students will not feel bored if the teachers use media in teaching learning process.

As an addition, Esthi Endah states the functions of media are; make students easy to learn, make teachers easy to teach, give concrete description to students (they are not just imagine), make learning process exiting to reduce students’ boredom, stimulate

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students attention and motivate them to learn. By using many kinds of media, students can do various activities.

From several explanations above, the researcher concluded that media are important in teaching learning process. It makes students easily to catch the material because they are interested in learning and the teaching learning process will be more various so that the students enjoy it. Students also will be more active in giving response to the teacher’s explanation.

The use of song in teaching and learning process makes liven atmosphere and often enlighten students with some new item naturally. Penny Ur, the author of Grammar Practice Activities cited in Tarwiyah explains that song can be used as a quick warm up for the beginning to get the students into the right mood for learning, song as an idea for a brief vocabulary review before starting a new text, a light filler to provide relief after a period of intense effort and concentration, a brief orientation activity to prepare a change of mood or topic, an amusing item to round off the lesson with smile. When using song in teaching and learning process, teacher should make sure that the use of song gives advantages to students.

In this study, the researcher compiled several songs taken from internet which is included present perfect tense. Those songs are; we are the champion by Queen, have you ever by Brandy and I still haven’t found what I’m looking for by U2.

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b. The advantages and disadvantages of song

As a teaching media, song prevents students’ boredom in language classroom. The use of song in teaching learning process has good implication, those are\(^{24}\):

a) Create a welcoming atmosphere. It is the function of song as a warmer, students are expected to be enthusiastic in the learning process.

b) Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.

c) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.

d) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make they active again.

e) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are easy to understand the material.

f) Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students’ creativity.

g) Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyze the tenses from the lyrics of a song.

h) Embed new vocabulary. Students can enrich their vocabulary after listen to a song.

i) Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song.

j) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.\textsuperscript{25}

In other hand, the use of song in teaching learning process has disadvantages. Those are\textsuperscript{26};

a) Music disturbs concentrations when applying to people who hate a genre of music.

b) Music can hurt eardrums if it is set up so loud.

According the advantages and the disadvantages above, the researcher concluded that the use of song in teaching learning process has good effect than bad effect. it gives good effects to activate understanding and make students easy to memorize the material.

B. Previous Research

1. Thesis under title, \textit{The Students Ability in Using Simple Past Tense in Writing Recount Text (A case of second grade of the state junior high school 1 At Demak in the academic year of 2008/2009)} by Sofiana Ulfah, English Department Faculty of Language and Arts Semarang State University.\textsuperscript{27} She was identifying the difficulties faced by students in using simple past tense in writing recount text, the result shows that students have difficulties to change verb I into verb II in regular form and students weren’t able to differ between regular verb and irregular verb.

2. Thesis under title, \textit{The Use of Song as Media in Teaching Vocabulary to SDN Winong 02 Students at Fifth Grade in The Academic Year of 2009/2010} by Mare Tri Mulyawati, Department of English Education The Faculty of Language and Arts Education IKIP PGRI Semarang.\textsuperscript{28} She was


\textsuperscript{26}http://www.eslbase.com/articles/songs.asp accessed on May 17, 2010

\textsuperscript{27}Sofiana ulfah, unpublished thesis under title \textit{The students ability in using simple past tense in writing recount text}, (Semarang:IKIP PGRI,2009)

\textsuperscript{28}Mare Tri Mulyawati, Unpublished thesis under title \textit{The use of song as media in teaching vocabulary to SDN Winong 02 students}, (Semarang: IKIP PGRI,2009)
identifying the implementation of song to teach vocabulary. The result shows that the use of song in teaching vocabulary was very beneficial for the students to facilitate them in learning.

3. Thesis under title, *The use of Song to Improve Students’ Pronunciation (A Classroom Action Research With The 11 Graders of MANU Limpung Batang in The Academic Year of 2008/209)* by Ulfatul Qurnia (3104077), thesis of bachelor program of English Language Education of Institute for Islamic Studies Walisongo Semarang.\(^29\) She conducted classroom action research at 11 Graders of MANU Limpung Batang using song to Improve Students’ Pronunciation, she used three different song in every cycle, the result of her research is the use of song in improving student’ pronunciation is very useful.

However, this research is different with previous one, the first thesis used descriptive study and analyzed the students’ ability in writing recount text using simple past tense while this thesis is implementing song to teach present perfect tense. The second and the third were identifying the implementation of song to teach vocabulary and teaching pronunciation while this thesis is to teach present perfect tense. The researcher hopes that this study will give contribution especially in English teaching learning process.

C. Statement of Hypothesis

Hypothesis is predictable statement which needs to be explored more. If a statement which not need to be researched is not hypothesis. In addition, hypothesis is predictable answer of the research which the fact must be examined.\(^30\) The hypothesis of this research is using song lyrics can improve students’ understanding on present perfect tense.

\(^{29}\)Ulfatul Qurnia, Unpublished thesis under title *The use of Song to Improve Students’ Pronunciation (A Classroom Action Research With The 11 Graders of MANU Limpung Batang in The Academic Year of 2008/209)* (Semarang: IAIN Walisongo, 2009)