

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Review

1. General Concept of Simple Past Tense

a. Definition of Simple Past Tense

The Past Simple (something happened) tells us only about the past. If somebody says “Tom lost his key”, this doesn’t tell us whether he has the key now or not. It tells us only that he lost his key at some time in the past.¹ Expression of past time specify the time in the past when an action was completed. Here are some examples of past time: Yesterday, the day before yesterday, yesterday morning, last month, last week, last year, in.....(year/ month in past time) , on(month/ day), last night².

b. Form of Simple Past Tense

The simple past tense in regular verbs is formed by adding **ed** to the infinitive:

Meet *met*

Love *loved*

Example: I **met** her in last week

It can be written as a formula:

¹ Murphy, Raymond, *English Grammar in Use*, (New York: Cambridge University Press, 2004). P. 26

²Krin, Elaine and Darcy Jack, *Interaction Grammar*, (New York: McGraw-Hill, 2006), p.108

S+ Verb 2(simple past) + O+ Adverb of time.

The simple past form of each irregular verb must therefore be learned, but once this is done there is no other difficulty, as irregular verbs (like regular verbs) have no inflexions in the past tense.

Eat ate

Take took

Example: I ate burger yesterday

It can be written as a formula:

S+ Verb 2(simple past) + O+ Adverb of time.

The negative of regular and irregular verbs is formed with **did not (didn't)** and the infinitive:

Example: I **did not** meet her last week.

It can be written as a formula:

S+ did not+ Verb 1(infinitive) + O+ Adverb

The interrogative of regular and irregular verbs is formed with **did+ subject+ infinitive.**

Example: **Did** you meet him last week?

It can be written as a formula:

Did+ S+ Verb 1(infinitive) + O+ Adverb³

Form of short answer is used when someone answer whether yes or not.

Short Answer: Yes + S + did. Example: Yes, I Did.

³Thomson, A.J and A.V. Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), p. 161

No + S + did not. Example: No, I did not.⁴

- c. The other form of the simple past:
 - a) Be Statement (S + Be). Example: I was at home last night.⁵
 - b) Negative (S+ Be+ not). Example: I was not at home last night
 - c) Question (Be+ S). Example: Was I at home last night?
- d. Form of simple past tense in regular and irregular Verb
 - a) Regular Verb
 - (a) If a verb is regular, the past simple ended in –ed.
Example: To work = worked
 - (b) 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.
Example: To carry = carried
 - (c) Verb ended by Y but before the Y is Vowel, the verb added by –ed.
Example: To obey = obeyed
 - (d) Verb one word ended by consonant, the consonant doubled in Ing form or on form II added by –ed.⁶

⁴Azar, Betty Schramper, *Fundamentals of English Grammar* (USA: Prentice Hall, 1992), 3rd Ed, p.19

⁵Elaine, Krin and Darcy Jack, “*Interaction Grammar.....*” p.117

⁶Hariyanto, Dony, *English Grammar for General Application*, (Surabaya: Gita Media Press, 2003) p.263.

Example: To stop = stopping = stopped

- (e) In a verb ends in –e, we add –d.

Example: Hope/hoped

- (f) If final syllable is not stressed, the final consonant isn't doubled. Example: Visit/visited

- (g) In British English verbs ending in I have – II – before– ed whether the final syllable is stressed or not. Example: Travel/travelled

- (h) Do not double final consonant if there are two vowels letter before it (oil – ed and etc.)

Example: Boil/boiled

- (i) Do not double the consonant if the word ends in two consonants (-rt, -lp, -ng and etc).

Example: Start/started

- (j) Do not double Y or W at the end of words (at the end of word Y or W are not consonants).

Example: Stay/stayed

b) Irregular Verb

When the past simple do not end in– ed (for example “saw” the verb is irregular).

- (a) With some irregular verbs, all these forms (Infinitive, past simple and past participle) are the same, for example “hit”.

- Don't hit me. (Infinitive)

- Somebody hit me as I came into the room.
(Past simple)
 - I have never hit anybody in my life. (Past
participle present perfect)
- (b) With other irregular verbs, the past simple is the same as the past participle (but different from the infinitive), for example “tell = told”.
- Can you tell me what to do? (Infinitive)
 - She told me to come back the next day. (Past simple)
 - 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.⁷

e. Usage of Simple Past Tense

The uses of simple past tense are:⁸

- a) To describe the action of short duration in the past, for example: Old Mother Hubbard Went to the cupboard for a while.

⁷Hariyanto, Dony, “*English Grammar.....*” p. 263.

⁸Pollo, Carrol Washington, dkk, *Grammar for High Level ESL Student*, (New Jersey: Prentice- Hall.Inc, Eagle Word Cliff, 1950), p. 10

- b) To describe the action and the time was over period of time in the past, for example: we were in Yogyakarta for 3 days.
- c) To describe the simple past habitual action, for example: when Mr. Jack was at Semarang he rode his bicycle to class. The use of simple past tense or past continuous may be correct depending on the meaning of your sentences, for example: When she came back He was playing the flute.
- d) The simple past tense of the verb “to be”(was and were) is usually used to denote the existence or to give information about a person or a thing happened in the past, for example: The dog was dead!
- e) To use the time makers such as yesterday, last Sunday, ago, a week ago, etc and there are usually used in the simple past tense, for example: Last week, I went to Yogyakarta with my family.
- f) Other words such as today, this morning, in July, at seven o'clock are also often used, for example: we left the house at six o'clock.

2. Teaching Medium of Simple Past Tense

The word “media” is derived from Latin Medias that means “between” or mediator. In Arabic media is وسا ئل

intermediary or mediator a message from sender to receiver message.⁹ Medium is any kinds of format used to convey information.¹⁰ Gerlach and Ely states media is any person, material or event that establishes conditions which learners or students to acquire knowledge, skill and attitude.¹¹ Every medium is a means to an end or to a goal, for example in this study the researcher uses English songs as a media in teaching simple past tense.

Media have important roles in teaching and learning process, because they give motivation for students to be more interested in learning process. Learners are able to understand the message better as the materials are presented in a certain way and media provide various kinds of teaching methods and technique. So that learners are not bored with the monotonous teaching and learning process.

In teaching learning process, there are many media in teaching simple past tense. They are:

a. Games

Games are organized according to rules, and they are enjoyable.¹² Most games require choral responses or

⁹ Azhar, Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), p. 3

¹⁰ <http://oasis.fiu.edu./ch8/ch8page3.htm>. (accessed on 12 December 2015 at 13.35)

¹¹ Gerlach and Ely, *Teaching and Media a Systematic Approach*, (New York: Prentice- hall, Inc, 1980), p. 241.

¹² Azhar, Arsyad, "*Media Pembelajaran.....*", p. 17

group works. Games are generally used after the presentation, in the practice part, because such communicative tasks can only be handled after mastering sufficient grammar and lexical points. Through well planned games, learners can practice and internalize vocabulary, grammar and structures extensively. Play and competition that are provided by games enhance the motivation of the students. They also reduce the stress in the classroom. While playing games, the learners' attention is on the message, not on the language. In a way, students acquire language unconsciously since their whole attention is engaged by the activity. By providing personal, social, and cross cultural issues to define, they sometimes simulate real life situations. So games can be used in teaching grammar especially simple past tense.

b. Pictures

Picture consists of photographs of any object or event, which may be larger or smaller than the object or event it represents.¹³ The teacher can use pictures as media in teaching learning process. Pictures in teaching simple past tense come from many sources. It can be from the magazine, newspaper or the students' handmade. Pictures can be used to explain the meaning of the sentences on grammatical structure. Students can

¹³Gerlach and Ely, "*Teaching and Media.....*", p. 297

understand simple past tense from the picture which drawn.

c. Song

Song is an important media in teaching grammar, especially simple past tense. It is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in teaching simple past tense. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.¹⁴

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher. The researcher chooses English songs, because many students listen to it. While they listening English songs, they can learn and understand about simple past tense formula.

In this research, the researcher used English songs as medium in teaching simple past tense. The teacher can use it by writing the lyrics first on the whiteboard, then, the

¹⁴<http://www.songsforteaching.com>. (accessed on 12 December 2015 at 12.25)

researcher asks students to write the lyrics. After all students have written the lyrics, the researcher asks students to sing the song and the researcher plays guitar. The researcher used this medium because it makes students memorize well.

3. General Concept of Song

a. Definition of Song

Song is composition of voice performed by singing or alongside musical instruments. A coral or vocal song may be accompanied by musical instruments, or it may be unaccompanied, as in the case of a cappella song. The lyrics (words) of songs are typically of poetic, rhyming nature, though they may be religious verses or free prose.¹⁵ Songs are one of the most enchanting and culturally rich resources that can easily be used in teaching simple past tense. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.¹⁶

Songs as medium in teaching and learning process are good for the teacher as well as for the students.¹⁷

Songs help the teacher to engage the students' motivation

¹⁵<http://en.wikipedia.org/wiki/song>, accessed on September 17, 2015
at 13.50

¹⁶<http://www.songsforteaching.com>. accessed on 12 December 2015
13.30

¹⁷Scrinever, Jim, *Learning Teaching*, British: Mac. Millan, 2000), p.
330

and interest. If the students are motivated, they will learn hard. Then, they are expected to be more active during teaching and learning process.

When the teacher wants to use a song in teaching and learning process, the song should be appropriate for the students. The type of song will depend on the age, interest, and learning level of the students. So, the students can understand the material.

Below are some definitions of songs from some sources:

- 1) Song is a piece of music with words that is sung.¹⁸
- 2) Song is a short musical work to a poetic text with equal importance given to music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment.¹⁹
- 3) Song is a piece of music that is sung.²⁰

Based on the definition above, the researcher can conclude that song is a musical composition or words set to rhyme, poem, and poetic texts which are sung with or without musical background as accompaniment, used as

¹⁸Hamlyn, *The New Hamlyn: Encyclopedia World Dictionary*, (London: The Hamlyn Publishing Group, 1971), p. 1593.

¹⁹Anonym, *Encyclopedia Americana International Edition*, (New York: Scholastic Library Publishing Inc, 1977), p. 220

²⁰Hornby, AS, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1987), p. 822

conveyance of the expression, feeling, idea, or emotion of the singer. The researcher uses English songs, because English songs are memorable for the students.

Here, the researcher composes a new lyric, but not change the tone of song. The lyric consist of formula of simple past tense (positive, negative and interrogative). The researcher also uses guitar to catch students' attention, so that the students do not feel bored while the material is being delivered by the teacher.

b. Functions of Song

We cannot deny that song has many important functions in our life. When we are bored, one of the solutions is listening to the song. These are some functions of song:

- 1) As an accompanist cultural ceremonies or rituals: since the first music had been used for ceremonies and rituals, at that time the role of music as an accompaniment service, complaints grief, and banquet food.
- 2) For entertainment: a function that is certainly one of you already know, music can indeed be sad when our entertainers and face an issue.
- 3) As Communication: since ancient time music is used as a means of communication, Mass collecting society by sounding the bugle and gong.

- 4) As a means of self-expression expression: music also serves as a means to express feelings or the contents of one's heart.
 - 5) The function of education: in this case the music is used to convey the norms or rules that apply in the community.
 - 6) Function conservationist culture: as an example of folk songs save cultural function because it contains about culture in an area.
 - 7) The function of social response: This function is often used by musicians such as Iwan Fals to criticize government policies.
 - 8) The function of unifying the nation: for example, the song Indonesia Raya which unite the Indonesian nation
- c. Types and Styles of Song

Types of song (rock, pop, country or R n B, children song) are typically established by the beat and rhythm of the song. The style may vary once the song is constructed with the words and/ or instruments. The style of song branches out from the genre, such as, punk rock, alternative, hip-hop, blue grass, etc.

Here, the researcher uses children song as a teaching medium, because students fell easy when they are asked to sing the song with new lyrics. The researcher

makes lyric consists of formula of Simple Past Tense. So the students understand more and remember the formula of Simple Past Tense, because many students are still confused and forget formula of Simple Past Tense, so the researcher has idea to make the formula as a lyric of the song. The researcher does not sing a song only, but also when singing a song the researcher plays guitar to catch students' attention. Because, when students are asked to sing a song only, they feel so bored, so the researcher uses guitar as a medium to catch their attention. After getting students' attention, teaching and learning process are enjoyment and students are easy to understand the material.

d. Advantages and Disadvantages of Song

English is a difficult subject since it is foreign language for students. The teacher should have creative ways and use interesting audio visual aids to make the learning activity become more interesting. The teacher must use auditory, tactile, and visual aids.

Songs are one the audio visual aids which can be used to teach the students. There are a lot of advantages of using songs. They are:

- 1) Songs offer a change from routine classroom activities.

- 2) Songs are precious resources to develop students' ability in listening, speaking, reading, writing, even grammar.
- 3) Learning English through songs also provides that English is not pressed atmosphere for the students.
- 4) Songs are highly memorable and motivating.
- 5) Songs may encourage listening in a relaxed classroom atmosphere.²¹

Beside the advantages, songs also have some disadvantages. They are:

- 1) Disturbing other classes.
- 2) It is difficult to select the appropriate songs, because it must depend on the age, interests, and learning level of the students.

According to the researcher's opinion, songs are one of the listening materials that can be applied in learning English. While the students are listening to the songs, they will learn many things, such as learning grammar and pronunciation.

e. Reason for choosing Song in teaching simple past tense

As we know grammar is one of the important things which must be mastered by students, because to make a good writing it needs grammar to arrange the good

²¹[Http:// iteslj.org / Technique / Saricoban - Songs.html](http://iteslj.org/Technique/Saricoban-Songs.html). Accessed on January 12, 2016 at 08.19

writing. So, it must sync between one sentence and others. To make students comprehend in grammar, especially in simple past tense, it needs an appropriate strategy to address the problem.

Because students are still confused with the formula of simple past tense when they are asked to change the sentence into negative or interrogative, so the researcher would use song as a medium in teaching simple past tense by composing new lyrics which contain the formula of simple past tense, so that the students will not confuse when they are asked to make a sentence and change it into negative or interrogative.

4. Use of Song in Teaching Simple Past Tense

Making a song as teaching medium is one of the solutions to deliver the English material. Many students will be satisfied when they are asked to listen to song. They are just not asked to listen to song, but also they have to remember the lyric so that they can understand the formula of simple past tense.

To avoid the students' boredom, the researcher played guitar to make the situation of teaching learning enjoyable. Students would be asked to sing the song according to the lyrics that have made by the researcher, then the researcher played guitar.

Here, the researcher made the lyric consist of the formula of simple past tense, so it eases students to understand more the formula of simple past tense. The researcher made two lyrics of song consisting formula of simple past tense. The lyrics are:

The first song lyric

If you make past tense (2x)

Don't forget to give subject

Verb two and object (2x)

That's for positive

Subject did not (2x)

Verb one object for negative

Did and subject (2x)

Verb one object interrogative (2x)

The second song lyric

Subject verb two and object, formula for positive

Subject did not and verb one and object for negative

Did verb one subject object hey....!!!

Formula interrogative

Remember the formula

I will say oh ulala²²

The researcher asked the students to read the lyrics first then they would be asked to remember the lyrics. After that the researcher would ask them to sing together. The

²² The Researcher own lyric.

researcher would use guitar to catch students' attention, so that the students would not be bored while the material is being delivered by the teacher.

After students understand the formula of simple past tense, the researcher gave an assignment to measure how deep the students understand simple past tense. The assignment is searching the simple past tense sentences in a lyric of song. The lyric is:

"FATHER"

When I was small
You took me by the hand
Father you should know
I finally understand
You taught me wrong from right
And how to live
You gave the greatest gift
That one could give
You never let me down
You made me strong
When I made mistakes
When I was wrong
Some days we'd laugh
And some days we'd fight
Somehow you knew one day
I'd say you were right

You're with me
In every word I say
In every hour
Of every single day
In all I do
I'm just a part of you
You lived your life for us
That was your plan
Those hands that never take
They worked the land
Hands that never take
Can only give
And because of you
I know how to live
You're with me
In every word I say
In every hour
Of every single day
In all I do
I'm just a part of you
Father just one thing
You always knew
Every word you said to me was true

B. Previous Researches

There are many researches which attempt to study the topic related to teach grammar especially simple past tense. Here are some studies concerning to it:

The first previous research is from Munisa Nur in 2015 with title *The Effectiveness of Oral Cue Technique to Facilitate Students' Oral Use of Simple Past Tense (an Experimental Research at the Eighth Grade of SMP Islam Walisongo Kedungwuni Pekalongan in the Academic Year of 2013/ 2014)*.²³ She wanted to know the effectiveness of using oral cue technique to facilitate students' oral use of simple past tense. The method that she used was experimental research which was used to find out the effect of treatment. The formula is:

$$\frac{E \ 01 \ X \ 02}{C \ 03 \ Y \ 04}$$

The result of her research was teaching grammar using oral cue technique was effective. The similarity between Munisa's research and this research is both her research and this research are improving students' comprehension in simple past tense. The difference between Munisa's research and this research is this research used song as teaching media and that research used oral

²³Nur, Munisa, (*The Effectiveness of Oral Cue Technique to Facilitate Students' Oral Use of Simple Past Tense (an Experimental Research at the Eighth Grade of SMP Islam Walisongo Kedungwuni Pekalongan in the Academic Year of 2013/ 2014)*), Thesis, (Semarang:State Islamic University of Walisongo, 2015)

cue technique. Oral Cue Technique is effective because most of students are understand better before they got that treatment.

The second one is from Robby Syukron Fauzi in 2015 with the title The Effectiveness of Using Jeopardy Game in Teaching Simple Past Tense (an Experimental Study at the Tenth Grade of MAN Pemalang in the academic year of 2013/2014).²⁴ He tried to find out the use of jeopardy game in teaching simple past tense is effective or no. The method that he used was experimental research which was used to find out the effect of treatment. The formula is:

$$\frac{E \ 01 \ X \ 02}{C \ 03 \ Y \ 04}$$

The result shows that teaching simple past tense by using jeopardy game is effective. The similarity between Syukron's research and this research is both that research and this research are improving students' comprehension in simple past tense. The difference between Syukron's research and this research is this research used song as teaching media and that research used jeopardy game as the media. From the result, Jeopardy has significant effect for students.

The last is from Faizah Cholil Tsuqoibak in 2015 with title Improving the Students' Vocabulary by Using the Song of the Part of Body (A Classroom Action Research at Second Grade

²⁴Fauzi, Robby Syukron, *The Effectiveness of Using Jeopardy Game in Teaching Simple Past Tense (An Experimental Study at the Tenth Grade of MAN Pemalang in the Academic Year of 2013/2014)*, Thesis, (Semarang: State Islamic University of Walisongo, 2015).

MIT Nurul Islam Ngaliyan Semarang in the Academic Year of 2014/2015).²⁵ That research was classroom action research that conducted in class by teachers in which involve a group of students to improve the teaching and learning process. There are four components in one cycle: planning (identify the problem), acting (collect the data), observing (analysis and interpret data), reflecting (develop action). The result shows that using song as teaching media is able to improve students' vocabulary. The similarity between that research and this research is both of them use song as a media to improve students' ability. Song here is used to improve students' comprehension about something. The difference between that research and this research is: that research used song to improve students' vocabulary but this research will use song to improve students' comprehension in simple past tense. Faizah used Part of Body as a media to teach vocabulary and it would help students to improve their vocabulary and she only used one song for her research, but in this research, the researcher composed new lyrics consisting formula of simple past tense. It purposed to help students to remember the formula, because most of students are easy to forget the formula. Not only composing new lyrics, the researcher also gave a song consisting simple past tense sentences. It purposed to show the students some example of

²⁵Tsuqoibak, Faizah Cholil, *Improving the Students' Vocabulary by Using the Song of the Part of Body (A Classroom Action Research at Second Grade MIT Nurul Islam Ngaliyan Semarang in the Academic Year of 2014/2015)*, Thesis, (Semarang: State Islamic University of Walisongo, 2015)

simple past tense in real song. Besides that, Faizah's thesis was conducted as a classroom action research. It showed that the research must be more than one cycle, but this research used experimental study. It showed that the treatment was effective or not and there was no cycle.

C. Hypotheses

Hypothesis testing will bring the conclusion to accept or reject the hypothesis. Hypothesis is provisional estimates to the formulation of research problems.²⁶ Based on the statement of the problem above, the hypothesis of the research is that using song has significant degree of effectiveness to teach simple past tense at Eighth grade of MTs Miftahul Ulum Weding Bonang Demak in the academic year of 2015/ 2016.

²⁶Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2013), p. 84