CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Grammar

Teaching English includes teaching listening, speaking, reading and writing skill is taught in integrated way. It was started from teaching vocabulary and grammar. Term grammar is sense as the study of how words and their components parts combine to form sentence.\(^7\)

According to M.F Patel and Praveen M. Jain, grammar is a scientific statement of the principles of good usage which concerns with the relation of words in the sentence.\(^8\) In addition, grammar also refers to a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.\(^9\) In other words, grammar defined as the way words are put

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together to make correct sentence.\textsuperscript{10} From several definitions of grammar above, the writer infers that grammar is study of sentence elements and structures.

Teaching grammar will help learners to comprehend and produce language effectively both spoken and written. In this matter, it includes all the concepts of grammar such as tenses, part of speech and their function in sentences, various types of phrases and clauses. The word tenses above refers to verb form that shows the time of the action or state; the present / past / future. Among the three simple tenses, only simple past tense that use verb II.

2. Simple Past Tense

2.1 Definition of Simple Past Tense

Simple past indicates that an activity or situation began and ended at a particular time in the past.\textsuperscript{11} In other words, it is defined as one of the tenses used to refer to complete events, states or actions, or it refers to the event, state or action took place within a finished period of time. In addition, simple past tense refers to an action, activity or situation happened and ended in the certain time in the past and the time is


According to Slamet Riyanto (2008: 166), the simple past tense is a verb form that is used to express one action which happened at a particular time and repeated habitual actions in the past.

From above several statements of simple past tense, it can be concluded that simple past tense refers to an action that happened and finished in period of time in the past.

![Past - Present - Future diagram]

2.2 The Form and the Pattern of Simple Past Tense

Learners often have difficulties in mastering the forms of the past simple. In particular, they often need opportunities to study and practice it, such as mastering about question and negative forms, irregular past tense form, and the spelling of regular past tense forms.\(^{13}\)

The forms of past tense are divided into two kinds of sentence. They are nominal and verbal sentence. In addition, each kind of sentences has three sentence forms. They are affirmative, negative and


interrogative sentence. For the more explanation can be seen below:

**a. Nominal Sentence**

Nominal sentence is a sentence which doesn’t contain verb. In other word, the predicate of sentence is *to be*. The table below is the pattern of nominal sentence:

<table>
<thead>
<tr>
<th>Sentence Form</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative (+)</td>
<td>S + was / were + Complement</td>
</tr>
<tr>
<td>Negative (-)</td>
<td>S + was / were + Complement</td>
</tr>
<tr>
<td>Interrogative (?)</td>
<td>Was/were+S+ Complement?</td>
</tr>
</tbody>
</table>

**Table 2.1**

The explanation of using *be* in simple past tense are as follow:

<table>
<thead>
<tr>
<th></th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>We</td>
</tr>
<tr>
<td>She</td>
<td>You</td>
</tr>
<tr>
<td>He</td>
<td>They + were</td>
</tr>
<tr>
<td>It</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
</tr>
</tbody>
</table>

**Table 2.2**

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The above table shows that, *was* used to singular subjects (I, she, he, you, it), while *were* used to plural subjects (we, you, they).

b. **Verbal Sentence**

Verbal sentence is sentence that contains verb, in other word is the predicate of sentence is verb. The table below is the pattern of nominal sentence:

<table>
<thead>
<tr>
<th>Sentence Form</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative (+)</td>
<td>S + V2 + O + Adverb</td>
</tr>
<tr>
<td>Negative (-)</td>
<td>S + didn’t + V1 + O + Adverb</td>
</tr>
<tr>
<td>Interrogative (?)</td>
<td>Did + S + V1 + O + Adverb?</td>
</tr>
</tbody>
</table>

Table 2.3

From the table above, the writer concludes that verbal sentence of simple past tense is sentence that contains verb II. In English, the transition of verb I become verb II divided into two, they are regular and irregular verb.\(^{16}\)

2.3 **Regular and Irregular Verb**

a. Regular verb is a verb which has the most typical forms in its language for grammatical categories

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such as tense or person. There are some spelling rules of regular verbs. Those are as following:

1) add \(-ed\) to the simple form (infinitive), for example:
   - to work (v) = worked (v)
   - to ask (v) = asked (v)

2) if the verb ends in \(-e\), add \(-d\), for example:
   - to love (v) = loved (v)

3) Verb I which is ends in “y” preceded by a vowel, so Verb II is formed simply by adding suffix \(-ed\), for example:
   - to enjoy (v) = enjoyed (v)
   - to obey (v) = obeyed (v)

4) When the infinitive ends in a consonant and it is preceded by a vocal, so Verb II formed with doubleconsonant, then added suffix \(-ed\), for example:
   - to admit (v) = admitted (v)
   - to beg (v) = begged (v)

5) When infinitive ends in “y” preceded by a consonant, so Verb II is formed by changing “y” become “i” and then added \(-ed\), for example:

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to carry (v) = to carried (v)
to try (v) = to tried (v)\(^{18}\)

b. Irregular verb is a verb which does not have regular forms for tense, person, etc.

1) By using the same form as the present tense;

\[ \text{upset - upset; put - put} \]

2) By having an irregular past tense form which is also used as past participle; \[ \text{keep - kept; catch - caught} \]

3) By having an irregular past tense form which is different from the past participle; \[ \text{drive - drove - driven}.^{19} \]

The adverbs of time used in the simple past tense are yesterday, last (night, week, month, year), the day before, ago, at that time, in the past, in the early time, in 1976, when, etc.\(^ {20} \)

3. Approaches in Teaching English Tenses

In the study of English grammar, tenses are the major complicated problem for Indonesian learners. They have

\(^{18}\) Ahmad Kardimin, \textit{TOEFL Preparation Book untuk Pemula}, ... p. 202

\(^{19}\) E-book: Jack C. Richard, \textit{Longman Dictionary of Language Teaching and Applied Linguistics}, ... p. 493

\(^{20}\) Alexander Mongot Jaya, \textit{English Revolution}, ... p. 173
to know the various types of tenses and their different rules. Therefore, an appropriate teaching strategy to help the learners in understanding those English tenses is urgently needed.

Talking about teaching strategy of English grammar, there are two approaches that can be applied, especially in teaching English tenses. The approaches are deductive and inductive approach.

a. Deductive Approach

Deductive approach is an approach to language teaching in which learners are taught rules and given specific information about a language. Then, they apply these rules when they use the language.  

Deductive approach starts with the presentation and explanation of the rules, and then it is followed by the examples of the sentences using the rules. In addition, in deductive approach the teachers directly explain the rules of the English tense. The explanation is completed with discrete sentences, and

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21 E-book : David Nunan, Language Teaching Methodology, (Sydney : Macquarie University, 1991) p. 156
it is followed with samples of sentences by the learners to confirm their understanding.\textsuperscript{22}

In other words, deductive approach defined as an approach to teach students from the general to the specific topic. This approach emphasize on teacher center, so that the teacher need to give clear explanation to students by explain them the concept of tense include the rule and example.

b. **Inductive Approach**

Inductive approach starts with examples from which a rule is inferred. The teachers do not give the rule directly to the learners, they just give list of sentences and from the sentences they ask the learners to discover the rule by analyzing the provided sentences in a discourse level.\textsuperscript{23} It aimed to make the rules more meaningful and memorable.

It is different with the deductive approach. In the inductive approach, students will teach from the specific to general. It emphasize on students center, so that students involved actively during the teaching and learning process. In one hand, it will help the

\textsuperscript{22} I Ketut Trika Adi Ana, “Teaching English Tenses too EFL Learners: Deductive or Inductive”, International Journal for Cross-Disciplinary Subjects in Education (IJCSDSE), (Vol. 2, No. 2, 2012), p.999

\textsuperscript{23} I Ketut Trika Adi Ana, “Teaching English Tenses too EFL Learners: Deductive or Inductive”, ..., p.999
learners, especially young learners, who cannot understand the abstract concept of grammar, to learn grammar unconsciously.

As an approach that emphasize on student center, inductive approach is in a line with the cooperative learning. In the cooperative learning, (especially Numbered Heads Together), the students accustomed to share their ideas and be responsible to complete and answer the questions actively in a group.

4. Cooperative Learning

4.1 Cooperative Learning

The term cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project. According to Olsen and Kagan (1992:8), cooperative learning is grouping learning activity organized, so that learning dependent on the socially structured exchange of information between learners in groups and in which each learner

\[24\] Richard M. Felder and Rebecca Brent, *Cooperative Learning*, (N.C. State University), p.2
is held accountable for his or her own learning and is motivated to increase the learning of others.\textsuperscript{25} In addition, according to Satrio Wahono (2012) cooperative learning is a group of learning strategies that provide a structured role for students by emphasizing the interaction of students.\textsuperscript{26} From several definitions of cooperative learning, the writer infers that cooperative learning is a grouping activity of students to work together as a team to solve a problem or complete a task cooperatively.

Cooperative learning can provide young children with opportunities to develop not only their social and emotional skills, but also responsibility for their social environment, and to feel a personal commitment to the rules that are necessary for positive social relationships. Moreover, it is aimed to facilitate children’s development by giving them opportunities to solve problems on their own by some elements of effective cooperative learning.\textsuperscript{27} By applying cooperative learning model, students will be

\begin{itemize}
\item \textsuperscript{26} Satrio Wahono, \textit{Strategi dan Model Pembelajaran}, (Bogor:indeks, 2012), p. 171
\item \textsuperscript{27} E-book : Robyn M. Gillies and Adrian F. Ashman, \textit{Co-operative Learning}, (London and New York : Routledge Falmer), page 25
\end{itemize}
accustomed to share their ideas actively and be responsible to accomplish a task.

In classroom scope, cooperative learning lesson has six major phases or steps. First step is lesson begins with the teacher going over the goals of the lesson and getting students motivated to learn. Second one is followed by presentation the information often in the form of text. After that students are then organized into study teams. Next, students assisted by teacher, work together to accomplish interdependent task, then presentation of the group’s end product. For the last phase is recognition of group and individual efforts. The last phase is commonly applied in the some cooperative learning strategies include threypes of cooperative learning. Those are informal, formal and base group type of cooperative learning model.

a. **Informal cooperative learning.**

Informal cooperative learning involves students working in small groups for a few minutes to help students process what has been taught, to think about a particular question, to assist the

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teacher to identify and address any misunderstandings about the content, etc.

b. **Formal cooperative learning (Johnson, Johnson & Holubic : 2008)**

Formal cooperative learning consists of students working together, for one class period over several weeks to achieve shared learning goals and complete jointly specific tasks and assignments.\(^29\)

c. **Cooperative base group.**

These are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help encouragement and assistance they need to succeed academically.\(^30\)

The writer infers that formal cooperative learning, informal cooperative learning, and cooperative base group are different in the time period to do the activity. Informal cooperative learning need just a few minutes or in a meeting, while formal cooperative learning need several weeks of meeting,

\(^{29}\) E-book : Robyn Gillies and Michael Boyle, *Cooperative Learning : A Smart Pedagogy for Successful Learning*. (The University of Queensland 4072), p. 4

and cooperative base group need long term at least a year to do the activity.

If we look at the different time period of three types of cooperative learning, may informal cooperative learning is appropriate to used in teaching English tenses, because the activities of informal cooperative learning only need several minutes to finish it. There are several methods of informal cooperative learning often used by teachers. They are *Numbered Heads Together (NHT)*, *Team Product (TP)* and *Cooperative Review (CR)*.

5. **Numbered Heads Together**

Numbered Heads Together is part of a structural cooperative learning model, which emphasizes the special structures that are designed to influence the pattern of student interaction. This type is developed by Kagan (in Abraham, 2008: 28) to engage students in studying the material covered in the lesson and check their understanding of the lesson content.31 Numbered Heads Together provides opportunities for students to share their ideas and consider the most correct answer. Besides that,

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Numbered Heads Together also can improve students’ cooperation and individual accountability. From several statements above, the writer infers that Numbered Heads Together is a cooperative learning strategy provides students to share their ideas in order to accomplish task from teacher in a group.

As a strategy of cooperative learning, Numbered Heads Together is appropriate to applied in teaching and learning process. Beside students can share their ideas, this activity also has some advantages for students.

5.1 The Advantages of Numbered Heads Together

There are some advantages using Numbered Heads Together in teaching and learning process, they are:

a. Train students to be able to cooperate and respect the opinions of others.
b. Train students to become peer tutors
c. Foster a sense of togetherness
d. Make students become familiar with the differences.

The some advantages of Numbered Heads Together will be gotten by students when the teacher apply it in the teaching and learning

32 Miftahul Huda, *Cooperative Learning*, p.138
process. In other hand, there are some disadvantages of Numbered Heads Together that should be attended by the teacher, those are teacher must be able to facilitate the students and not all the students get turn.\(^33\) Furthermore, there are some steps to apply it in the teaching and learning process.

### 5.2 The Steps of Numbered Heads Together

There are some steps in applying Numbered Heads Together. They are:

a. The teacher has students number off within groups, so that each student has a number; 1, 2, 3, or 4

b. The teacher ask a question

c. The teacher tells the students to “put their heads together” (gather) to make sure that everyone on the team knows the answer

d. The teacher calls a number (1, 2, 3, or 4), and students with that number can raise their hands to respond.\(^34\)

\(^33\) Jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor : Ghalia Indonesia, 2014) p. 177-178

6. Teaching Simple Past Tense Using Numbered Heads Together

There are some ways to teach grammar for students, for example teachers can use game as a technique, or they can use learning strategy such as Numbered Heads Together of cooperative learning model to teach simple past tense. This learning strategy is aimed to make students become more active and the class be more alive. The use of Numbered Heads Together in teaching simple past tense can be applied by some steps.

The some steps of Numbered Heads Together in teaching simple past tense are:

a. Numbering

   Teacher divides students to be some groups (each group consist of 3 – 5 students) and gives every students a number, so that every students in the group has different number.

b. Questioning

   The teacher asked questions to the students through give paper consist of questions related to simple past tense.

c. Head Together

   Students think and discuss together to describe the answer and ensure that every student know about it.
d. Answering

Teacher call one number and the students from each group with the same numbers raise their hands and prepare the answers.\textsuperscript{35}

At the end of the Numbered Heads Together activity, the teacher and students make a summary about the material. It aimed to ensure the students’ comprehension in the concept of material.

B. Previous Research

There have been some researchers who conducted the research in the same line as this research. Those researches either same in the material focused or the method used, it can be seen as follow:

1. A thesis written by Kamilatun Azizah (2011), entitled “\textit{The Use of Number Head Together Words Game to Improve the Students Mastery of Simple English Sentence}”. The result of the previous research is the use of Number Head Together Words Game is very useful for students. It can be seen by the average achievement of the students’ pre-test, it was 76.29 while it was 77.2 in the...
cycle one, and 80.35 in the cycle two and 85.23 in the post test.\textsuperscript{36}

The similarities of this research and the previous research are using Number Head Together Words Game, and using Classroom Action Research as a research design. While the difference between the previous research and this research is on the focus of research. The previous research focus on improving students’ mastery of simple English sentence, but in this research is focus on simple past tense.

The writer states that there is something new on this research. This research is teaching simple past tense to the eighth grade of Islamic Junior High School. While in the previous research, the research focus is on teaching simple English sentence to the fourth graders of Elementary School.

2. A thesis written by Ovalina (2010), entitled \textit{Improving Students’ Ability in Using the Simple Past Tense Through Contextual Teaching Learning (A Classroom Action Research at the 8\textsuperscript{th} Grade Students of SMPN 17 Tangerang Selatan)}. The findings of this study indicated that the implementation of Contextual Teaching Learning was successful. The criteria of success were achieved. The

\textsuperscript{36} Kamilatun Azizah (2201407120), \textit{The Use of Number Head Together Words Game to Improve the Students Matery of Simple English Sentence}, Unplushed Thesis, (Semarang : Semarang State University, 2011)
first criterion was 70% of students could pass the average score \( \geq 67 \) based on the KKM. The finding showed that 71.79% of students had already achieved the target score.\(^{37}\)

The similarities of the previous research and this research are on focus of research that is simple past tense and the research design which is use Classroom Action Research. While the difference between the previous research and this research is on the learning method. The previous research was using Contextual Teaching and Learning while this research is using cooperative learning.

The writer states that there is something new on this research than the other one. In this research, researcher used the new strategy on teaching simple past tense. It is Numbered Heads Together. In one hand, the researcher is also use cards as a teaching media to support teaching and learning process.

3. A thesis written by Luh Tri Jayanti Swastyastu (2014), entitled “Improving Reading Comprehension of the Tenth Grade Students of SMK N 5 Denpasar in Academic Year 2013/2014 by Using Numbered Heads Together.” The result of this study showed that the students’ achievement in reading comprehension improved through the

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\(^{37}\) Ovalina (2060140000161), *Improving Students’ Ability in Using the Simple Past Tense Through Contextual Teaching Learning*, Unpublished Thesis (Jakarta: Syarif Hidayatullah State Islamic University, 2010)
implementation of Numbered Heads Together strategy. It was shown by the students’ mean score in the tests. The students’ mean score in the pre-test was 6.06. Then it improved to 6.46 in cycle I. It was 10 (28.57%) students who are able to achieve the passing grade score \( \geq 7.5 \), while in cycle II the students’ mean score improved to 7.74 and it was 28 (80%) students who are able to achieve the passing grade score.\(^{38}\)

The similarities of the previous research and this research are using Numbered Heads Together as learning strategy and using Classroom Action Research as the research design. While the difference of the previous research and this research is on the research focus. The previous research focus on reading comprehension, while this research focus on Simple Past Tense.

The writer states that there is something new in this research. That is using Numbered Heads Together to teach simple past tense in Islamic Junior High School. It can be a something new, because the Numbered Heads Together can be used not only in teaching reading comprehension, but also in English tense such as simple past tense.

C. Action Hypothesis

The hypothesis is a temporary answer to the research question that has been expressed in the form of a question sentence, or a theoretical answer to the formula research problem, not the answer empirical data.39

Based on the statement above, the researcher makes an action hypothesis that “The use of Numbered Heads Together can improve students’ mastery of simple past tense.”

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39 Sugiyono, Metode Penelitian Pendidikan, (Bandung: Alfabeta, 2007), p. 96