CHAPTER II
REVIEW OF RELATED LITERATURE

A. General Knowledge of Grammar

1. Definition of Grammar

The word grammar has several meaning. Different experts define the term grammar differently. According to:

a. H. Douglass Brown, grammar is the system of rules governing the conventional arrangement and relationship of words in sentence.[5] Grammar as the system of rules by which words are formed and put together to make sentence. It is hoped that the rule of this system help the readers, listeners and the viewers to catch the main of sentences in utterance that the writer or speaker produces.

b. Scott Thornburry, grammar is a description of the rules that governs how a language' sentences are formed.[6] Grammar as a mean of language to construct the sentences and it guides people on how to speak and write correctly. Grammar is study of words and their function in its wider sense, it may include phonology (pronunciation), morphology (inflection form), syntax (the relation of words in phrase, clause and sentence), and semantics (meaning words). In its narrower sense it may deal only with his form and the use of words.

From the definition of grammars above, the writer can conclude that grammar is the system of language to help the user arrange, combine, and relate every word to make meaningful sentences, to convey ideas and information. Grammar refers to the rules about how to speak and write in language. Every language that people use in this world has grammar. It means that English grammar is different from Indonesian grammar. It has

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[5]H. Douglass Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p. 362

[6]Scott Thornburry, *How to Teach Grammar*, (England: Pearson Education Limited, 1999), p. 1

different rules. When students learn English, they have to learn the English grammar too.

2. **Present Continuous Tense**

a. Definition of Present Continuous Tense

The Present Continuous Tense expresses an activity or action that is in progress at the moment of speaking.[7] It is made with a form of *be* and the – *ing* form of the main verb. It indicates an action or event which is actually in progress at this moment but may terminate at any time.

"To be" that used are "to be " for presents. They are: *am are,* and *is*. Which is:

I	to be	am
You	to be	are
We	to be	are
They	to be	are
He	to be	is
She	to be	is
It	to be	is

Example   :

1) I am writing a book.
2) We are studying grammar today.
3) We are playing football in the yard
4) She is eating banana.

b. The Use of Present Continuous Tense

1) Present Continuous is used to express an activity which is happened at the time of speaking (now, at the moment).

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[7]Betty Schrampfer Azar, *Understanding and Using English Grammar*, (New Jersey: Precentice Hall Regents, 1989), 2nd Ed., p. 11

Example:
a) I am studying English.
b) Pamela is sleeping in the bedroom.
c) They are doing the work.

2) Present Continuous is used to express an action happening about this time but not necessarily at the moment of speaking. Something generally in progress today, this week, this month, this year.

Example:
a) They are spending this week in Paris.
b) John is still writing his term paper this week.

When two continuous tenses having the same subject are joined by "and", the auxiliary may be dropped before the second verb.

Example:
a) He is teaching French and learning English.
b) She is knitting and listening to the radio.

3) It is used to express annoyance or anger about repeated activity.

Example:
a) He is always complaining from his collogues.
b) He is always making noise everywhere.

4) To describe a planned action in the near future

Example:
a) We are having lunch at 12.30 o'clock.
b) Jim and Betty are going to the party tomorrow.

c. Forming of Verb *ing*

The Present Continuous Tense can be divided into 3 (three) forms. They are affirmative/ positive, negative and interrogative/ question.

Pattern:

Affirmative : S + to be (am, are, is) + V 1 + ing

Affirmative (positive form)			
I	Am	read**ing**	a book
You	Are	read**ing**	a book
We	Are	read**ing**	a book
They	Are	read**ing**	a book
He	Is	read**ing**	a book
She	Is	read**ing**	a book
It	Is	read**ing**	a book

Negative   : S + to be (am, are, is) + not + V 1 + ing

Negative form				
I	am	not	read**ing**	a book
You	are	not	read**ing**	a book
We	are	not	read**ing**	a book
They	are	not	read**ing**	a book
He	is	not	read**ing**	a book
She	is	not	read**ing**	a book
It	is	not	read**ing**	a book

Question   : to be (am, are, is) + S + V 1 + ing

Question form			
Am	I	read**ing**	a book?
Are	You	read**ing**	a book?
Are	We	read**ing**	a book?
Are	They	read**ing**	a book?
Is	He	read**ing**	a book?
Is	She	read**ing**	a book?
Is	It	read**ing**	a book?

To be (am, is, are) + S + V ing is used to yes no question and the answers are just possible for yes or no.

Example   :

Am I reading a book?   Yes I am.

Yes I am reading a book.

No, I am not.

No, I am not reading a book.

If the question using WH Question, the pattern is:

WH Question + to be (am, are, is) + S + V ing

Which WH Question are what, who, where, when and how.

Example:

+) Dian is eating banana.

?) What is Dian eating? Dian is eating banana.

?) Who is eating banana? She is Dian.

The Present Continuous Tense is made with the present form of the verb "to be" (am, are, is) + the 'ing' form of the verb. The 'ing' form themselves have many spelling. They are follows:[8]

1) When the simple form of a verb end in a single *–e,* the *–e* is dropped before adding *–ing*.

Example:

write   → writing

dance   → dancing

make   → making

2) For one syllable verbs ending in one vowel and one consonant (excepting *–w*, *-x*), the consonant is doubled before adding *-ing*.

Example:

sit   → sitting

stop   → stopping

run   → running

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[8]Soemarto and Suhardjito, *English Structure in Context 1*, Departemen Pendidikan dan Kebudayaan, 1994, p. 22

cut   → cutting

put   → putting

A final consonant preceded by one by two vowel is not doubled.

Example:

look   → looking

wear   → wearing

eat   → eating

sleep   → sleeping

teach   → teaching

3) When a verb more than one syllable ends in a single consonant preceded by one vowel, the final consonant is double when the last syllable is stressed.

Example:

admit   → admitting

prefer   → preferring

occur   → occurring

begin   → beginning

The final consonant –w and –x are not doubled.

Example:

relax   → relaxing

mow   → mowing

mix   → mixing

throw   → throwing

The final consonant is not doubled when the last syllable is unstressed.

Example:

listen   → listening

4) When the simple form of verb ends in –ie, the –e is dropped and the –i is changed to –y before adding –ing.

Example:

die   → dying

tie	→ tying
lie	→ lying

5) In other cases, *-ing* is added to the simple form.

Example:

stay	→ staying
do	→ doing
stand	→ standing
drink	→ drinking
talk	→ talking
visit	→ visiting
sing	→ singing
swim	→ swimming
study	→ studying

Not all of verbs may use on Present Continuous Tense, although the sentence says when it happens. The verbs which not commonly used on present continuous are:[9]

1) Verbs of emotion, the verbs express feeling.

Such as: like, dislike, refuse, want, etc.

Example:

a) I like Mr. Parto.

Not: I am liking Mr. Parto.

b) I dislike classical music, so I refuse to listen to it.

Not: I am disliking classical music, so I am refusing to listen to it.

c) I want to see the doctor.

Not: I am wanting to see the doctor.

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[9]A.J Thomson and A.V Martinet, *A Practical English Grammar*, (Oxford: Oxford University Press, 1986), 4th Ed., p. 156

2) Verbs of sense, verbs express something relate with sense such as: feel, hear, see, smell, taste, etc.

Example:

a) I feel heavy in the head.

b) I hear something.

c) I see something in this room.

d) I smell something burning.

e) The food tastes really good.

3) Verbs of thought or opinion.

Example:

a) I believe your word.

b) I expect to receive a letter soon.

c) I forget what she said.

d) I think English is easy to learn.

The word "think" in here is mean "guess" or "opinion". If the meaning of it is "*memikirkan*", so "think" can used on present continuous.

Example:

a) I am thinking about the problem.

4) Verbs of possession, verbs express: own, belong, owe, posses.

Example:

a) He owns two cars.

Not: he is owning two cars.

b) I owe him five dollars.

Not: I am owning him five dollars.

B. General Concept of Game

1. Definition of game

A game or simulation is a simplified, operational model of a real life situation that provides students with vicarious participant in a variety of roles events. A game is an activity with rules, a goal, and element of

fun.[10] A game can define as a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool.[11] From the definition above, can be seen there are some characteristics of games:

a. It must be enjoyable.

b. There must be a cooperation and competition activity among players.

c. It must have some objectives to be achieved.

d. It must have some a set of rules which have to be obeyed by the players.

e. It must reveal a decision making process and variety of roles and events.

2. **The advantages of games**

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.

There are many advantages of using games in the classroom:[12]

a. Games are a welcome break from the usual routine of the language class.

b. They are motivating and challenging.

c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

d. Games provide language practice in the various skills- speaking, writing, listening, and reading.

e. They encourage students to interact and communicate.

f. They create a meaningful context for language use.

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[10]Jill Hadfield, *Intermediate Communication Games*, (England: Longman, 1996), p. v

[11]http://en. wikipedia.org/wiki/Exercise, retrieved on 15th November 2009

[12]Lee Su Kim, *Creative Games for the Language Class,* http://science-lens.blogspot.com/2008/07/creative-games-for-language-class.html, retrieved on 15th November 2009

3. Mime game

Mime is the use of hand or body movement and facial expressions to act something without speaking. Mime game is using bodies to convey the meaning of an action or an expression which the others have to guess.[13] Hornby gives definition of mime as the technique of telling something using only expression and gesture, and no words.[14] Gesture defines as a movement of a part of the body, especially the hand or head, intended to suggest a certain meaning, the use of such movement.[15] Mime can define as express something using gesture or body language, facial expression and action without speaking to communicate.

This game is fit to practice Present Continuous Tense. Teaching Present Continuous Tense will be more enjoy and interesting using Mime Game.

There are many variations of mime games. One way of playing mime game goes like below:[16]

a. Divide the students into several teams,

b. Each team should stand in a row.

c. The front most players go to the game leader, and the rest of the team turns around so that their backs are towards the game leader.

d. The front most players then get a word (every team gets the same word) from the game leader.

e. The game leader counts down, and on start, the players must go back to their team, poke the first one in the row to turn around, and then try to mime the word to that player.

f. The one who was poked then has to turn around and try to show the same movements for the player behind him.

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[13]ThomasTopham, *A Short Guide to Miming Games*, http://www.tefl.net/forums/viewtopic.php?f=4&t=2282, 2008, retrieved on 15th November 2009

[14]AS Hornby, *Oxford Advanced Learners' Dictionary*, (Oxford: Oxford University Press, 1995), p. 739

[15] *Ibid*, p. 494

[16]*Miming Game*, http://res.sccc.no/game/miming-game, retrieved on 6th December 2009

g. When it gets to the last player that one has to run to the game leader and try to guess what word it was.

4. Characteristics of Junior High School Students

Junior High School or teenagers are categorized into adolescent learners. They have special characteristics that make them different from younger and older students. As a teacher, it is important to understand their characteristics, in order to make appropriate design and adequate programs to fit the particular requirement of individuals of this group.

The range of age of Junior High School students varies between thirteen to fifteen years old. They are in process of changing from children to adults. In this period they taught everything more responsibility but they also still have children emotions like playing games. According Harmer, the characteristics of Junior High School students are:[17]

a. They seem to be less lively and humorous than adult.

b. Identity has to be forced among classmates and friends, peers approval may be considerably more important for the students than the attention of teacher, which, for younger children, is so crucial.

c. They would be much happier if such problem did not exist.

d. They maybe disruptive in class.

e. They have a great potential creativity and passionate commitment to things that interested them.

In this period, they like to spend their time for hanging around, friends, peers, and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them. So, they need some special task in education. School and teacher should provide opportunities for them to explore and experiment in a stable and supportive atmosphere, because they learn new experiences, new rules, and this range of age is one of the most challenging times in life

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[17]Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed., p. 39

C. Previous research

To make this research, the writer was considering some previous researches. Kartika Yudhasari (2201403520), Faculty of Language and Art, Semarang State University in 2007 in her research title: Games as Teaching Strategy to Improve Students Speaking Ability that Used to Seventh Grade of SMP N 13 Semarang in the Academic Year of 2007-2008 can be concluded that students improve their speaking ability case 19, 81%. There is a significant result after the student taught by games.[18] The similarities between her research and the writer's are on the research approach and method of collecting the data. The differences are on participant and data analysis.

The second researcher is Ika Apriliana (2201404641), Faculty of Language and Art, Semarang State University in 2009. Her research title is: The Use of Making a Match Games to Improve Student's Acquisition of Irregular Past Tense Form to Construct Recount Text. This is an action research of the eight grade of MTs N 1 Semarang in the Academic Year of 2008/2009. The result from this research can be known if there was an improvement of students ability in acquiring irregular past tense form to construct recount text because the use of making a Match Game to construct recount text of eight year student of Junior High School an effective technique.[19] The similarities between her research and the writer's are on the use of game and object of the study (tenses). The differences are on research approach, kind of tense, participant and the data analysis.

The third researcher is Rina Bekti (2201403670), Faculty of Language and Art, Semarang State University in 2008. Her title research is The Use of Games to Improve Students' Mastery in English Spelling: A Case of Seventh Graders of SLTP N 1 Grobogan in the Academic Year of 2007/2008. The result from this research proves that there is a significant difference in achievement between the students who are taught using games and

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[18]Kartika Yudasari, *Games as Teaching Strategy to Improve Students Speaking Ability*, (Semarang: UNNES, 2007), p. 56

[19]Ika Apriliana, *The Use of Making a Match Games to Improve Student's Acquisition of Irregular Past Tense Form to Construct Recount Text*, (Semarang: UNNES, 2009), p. 67

conventional technique one. It showed that games give contribution in teaching spelling to the students. Games can motivate the students to learn more and improve students' achievement in English spelling.[20] The similarity between her research and the writer's is on research approach, method of collecting the data and analysis data. The difference is on the participant.

From many researchers above, first research is success when apply game to teach speaking. The second research, game can improve students' acquisition on Past Tense. And the third research used game in English spelling to seventh year of SLTP N 1 Grobogan in the Academic Year of 2007/2008 is effective.

D. Hypothesis

In this research, the hypothesis is that Mime Game is effective to improve students' understanding on Present Continuous Tense.

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[20]Rina Bekti, *The Use of Games to Improve Students' Mastery in English Spelling*, (Semarang, UNNES, 2008), p. 51