CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Previous Research

The writer described some works which are relevant to make this thesis arrangement easier:

Malik, Ahmad Jamaluddin. (053411403). Improving Students' Interest in Simple Past Tense Class Through Game (A Classroom Action Research with 8A Students of SMP Islam Siti Sulaekha Sriwulan Sayung Demak in the Academic Year of 2010-2011). His study is described how to implement teaching English grammar through game and to find out the improvement of students' interest in grammar class after being taught using game.

The result of his study is students experienced the significant improvement of their interest. It enhanced 34.5% from the preliminary research. It was categorized as medium level. Students also got the improvement of their interest level at the second and third cycle with 56.6% and 55.78% of interest level.[4]

Hanani, Shofiyatul. (073411041). Facilitating Students' Understanding of Simple Past Tense Through Detective Game

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[4] Ahmad Jamaludin Malik, *Improving Students' Interest in simple Past Tense Class Through Game (A Classroom Action Research with 8A Students of SMP Islam Siti Sulaekha Sriwulan Sayung Demak in the Academic Year of 2010-2011),* (the Library of Tarbiyah Faculty, IAIN WS 2012).

(An Experimental Research at Ten Grade Students of MAN 01 Kudus in Academic Year of 2010/2011). Her study is described how much and to find out the effectiveness of Detective Game use to teach Simple Past Tense.

Her research findings is the mean of grammar score of experimental class (the students taught using Detective Game) are 81.67 and the mean of grammar score of control class (the students taught using non-Detective Game) are 76.67. It is showed that the mean of experimental class is higher than control class (81.67 > 76.67).[5]

This research is different from previous researches above. The first previous research, the writer improved students' interest in simple past tense through the game. There is no specification what the game is. In this research, the writer specified the game. The writer tried to describe the students' improvement on mastering simple past tense using Grab the Word Game.

The second previous research is Experimental research. The writer used Detective Game as the medium, whether this research is Classroom Action Research and it used Grab the Word Game as the medium.

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[5] Shofiyatul Hanani, *Facilitating Students' Understanding of Simple Past Tense Through Detective Game (An Experimental Research at Ten Grade Students of MAN 01 Kudus in Academic Year of 2010/2011)*, (the Library of Tarbiyah Faculty, IAIN WS 2012).

This research focused on teaching simple past tense using grab the word game to improve students' ability on grammar with classroom action research approach, so the writer only needs one class. The writer made some cycles in teaching learning process to repair methods and strategies that should the teacher uses in teaching learning process, with this research can solve the problem that faced by the teacher.

B. Theoretical Framework

1. Definition of improve

Based on Oxford Learner's Pocket dictionary, improve is become or make something or somebody better.[6]

Another definition of improve are to raise to a more desirable or more excellent quality or condition; make better. To increase the productivity or value of (land or property).[7]

2. Simple Past Tense in Grammar

a. Definition of Grammar

There are several meaning of grammar. Scott Thornburry said, "grammar is a description of the rules that governs how a language' sentences are formed".[8] In

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[6] *Oxford Learner's Pocket Dictionary,*(New York: Oxford University Press), 2004, p. 216.

[7] (*http://www.thefreedictionary.com/improve*) Accessed on 05-11-2012, 12.30 WIB

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

English, grammar is used to construct the sentences and it guides people on how to speak and write correctly.

H. Douglass Brown said, "grammar is the system of rules governing the conventional arrangement and relationship of words in sentence".[9] Grammar as the system of rules will formed and put together to make sentence. By the rule of this system, it will help the readers, listeners and viewers to catch the meaning of the sentences in utterance that the writer or speaker produced.

From the definitions of grammar above, the writer concluded that grammar is the component of language to help the user produce the word to make meaningful sentence or information. Grammar refers to the rules about how to speak and write in language. In this world, every language that people produce has grammar. It means that every language has different grammar. English grammar is different from Indonesian grammar. So, if the students study English, they have to study English grammar, too.

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

b. Simple Past Tense

1) Definition of Simple Past Tense

Simple past tense is a form of a verb which determines: time or action and the complete action at the time or something that was happened.

The purpose of simple past tense verbs within the English language is to express activity, action, state, or being in the past.[10] According to Betty Schrampfer Azar, "simple past tense is used to talk about activities or situations that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990)".[11] In general, simple past tense express events or situations that always, usually and habitually exist in the past time. Most simple past verbs are formed by adding –ed to a verb.

Simple past tense has some functions, they are:

➢ To indicate that something happened at the specific time in the past.

➢ To indicate the situations that exists for a period of time in the past.

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[10]http://www.yourdictionary.com/ grammar-rules/ past-tense-verb. Accessed on 06-11-2012, 13.00 WIB.

[11]Betty Schrampfer Azar, *Fundamentals of English Grammar*, (United State: prentice hall regents, 1992), p.18.

➤ To indicate past habit.

2) The pattern of Simple Past Tense

There are two kinds of forms of Simple Past Tense. The formulas are as follow:

Verbal: (+) S + V2 + O + Adv.

(-) S+ did not + V1 + O + Adv.

(?) Did + S + V1 + O + Adv.?

Example: (+) I **went** to Bali last week.

(-) I **did not go** to Bali last week.

(?) **Did** I **go** to Bali last week?

Nominal: (+) S + was/were + Adj./noun/Adv.

(-) S + was/were + not + Adj./noun/Adv.

(?) Was/were + S + Adj./noun/Adv.?

Example: (+) You **were** a student.

(-) You **were** not a student.

(?) **Were** you a student?

Time Signals:

Yesterday	Last night
Last week	Last month
Last year	The day before
Ago	At the time
I the past	In the early
In 1990	When, etc.[12]

From the explanation above, the writer concluded that there are two kinds of Simple Past Tense's form, they are; verbal and nominal form. In verbal form, the subject is followed by verb, and in nominal form the subject is followed by adjective, noun or adverb.

3) Regular and Irregular Verb

  a) Regular Verb

    i. If a verb is regular, the past simple ended in –ed

    Example:

    to work = worked   happen = happened

    To play = played   finished = finished

    ii. The verb that the last letter ended by Y and before the Y is consonant, so that, the Y changed into I and then added by –ed.

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[12] Alexander Mongot Jaya and Agus Siswanto AF, *English Revolution,* (Jepara: Mawaspress, 2008), p.153.

Example: to carry = carried

　　　　To cry = cried

　　　　To apply = applied

iii. Verb ended by Y but before the Y is vocal, the verb added by –ed.

Example: to obey = obeyed

　　　　To play = played

iv. Verb one word ended by consonant, the consonant doubled in -Ing form or on form -LL added by –ed.

Example:

To stop = stopping = stopped

To spell = spelling = spelled

v. In a verb ends in –e, we add –d.

Example: hope/hoped, smile/smiled, dance/danced.

vi. If final syllable is not stressed, the final consonant isn't doubled. Example:

visit/visited, develop/developed, happen/happened, remember/remembered.

vii. In British English verbs ending in -L have –LL – before –ed whether the final syllable is stressed or not.

Example:

travel/travelled, cancel/cancelled.

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

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

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

Example: start/started, help/helped.

x. 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, play/played.

b) Irregular Verb

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

i. With some irregular verbs, all these forms (infinitive, past simple and past participle) are the same, for example "hit".

a) Don't hit me. (infinitive)

b) Somebody hit me as I came into the room. (past simple)

c) I've never hit anybody in my life. (past participle present perfect)

ii. With other irregular verbs, the past simple is the same as the past participle (but different from the infinitive), for example "tell = told".

a) Can you tell me what to do? (infinitive)

b) She told me to come back the next day. (past simple)

c) Have you told anybody about your new job? (past participle – present perfect)

The following verbs can be regular or irregular:

Burn - burned or burnt, Dream – dreamed or dreamt, Learn – learned or learnt, Smell – smelled or smelt, Spell – spelled or spelt, etc.[13]

From the explanation above, the writer concluded that there are two kinds of simple past tense's verb, they are; regular and irregular verb. In regular verb, the past simple added in -ed with some variations, and when the past simple do not end in –ed, the verb is irregular, for example "saw".

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[13] Dony Hariyanto, *English Grammar for general application,* (Surabaya : Gitamedia Press, 2003) p.263.

3. Definition of Game

According to Oxford dictionary, there are some meanings of game; Form of play or sport with rules. Another meaning is children activity when they play with toys, pretend to be somebody else, etc.[14]

Game are fun and don't make students tired of them. These are also the welcome change of pace for teacher to make variation of learning activities in the class. So, the game are very useful, because they are best used to review or practice material that has already been introduced. And they are also compatible used in grammar lesson.

Andrew Wright said, "Most of students claim that language learning is difficult work. One time, they must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. While, we have to know that effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest".[15]

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[14] *Oxford Learner's Pocket Dictionary, Op.Cit,* p.175.

[15] Andrew Wright, *Games for Language Learning,* New Edition, (Combridge University Press, 1994), p.1.

According to the experts' experience of Kusihani K.E Suyanto, a communicative language game have some typical features, they are:[16]

    a.   Players has to interact each others.

    b.   Players has to understand the regulation in that game.

    c.   Game has a clear purpose.

    d.   Context of the activity must be clear.

    e.   Player has to participate actively.

    f.   Player has certain regulation in that game.

From the features above, the writer concluded that games are the activity that is done based the certain regulation. When playing together, students have interaction each others. In that interaction, language skill can be built for them.

In foreign language classes, games is used to motivate students and create relax atmosphere in the classroom. Sometimes students feel bored and unmotivated when they learn foreign language. Some other advantages of using games are:[17]

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[16] Kusihani K.E Suyanto, *English for Young Learner,* (Jakarta: Bumi Aksara, 2007), p.118.

[17] Siti Tarwiyah, *Games, Songs, as Practical Ideas to Teach Language,* (Semarang: English Department of Educational Faculty IAIN Walisongo, 2008), p.3.

a. Games are 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 various skills listening, speaking, reading and writing.

e. Games encourage students to interact and communicate.

f. Games creat a meaningful context for language use.

Because game provides concrete, shared experiences of teaching and learning, it can be used by the teacher to focus on any aspect of teaching and learning.

Besides the advantages, games also have disadvantages such as games take a long time to prepare and it is difficult to organize the classroom. Moreover, games also represent a disturbance of traditional organization of the classroom. It provides few opportunities for input of new language and not all students like playing games.

4. **Grab the word game to teach simple past tense**

From the definitions above, Grab the word game is one of the game that can be used for English learning. Because by using Grab the Word Game the researcher tries

to make studying of grammar especially simple past tense is happy and fun, and also make a competitive character in every student.

Simple past tense is one of tenses in English Grammar. It seem very easy to study, but sometime it is rather difficult for the beginner.

According to the definition of grab the word by Siti Tarwiyah, it is used for the beginning level. The function of this game is to recognize the written form of already familiar items. And range of time is 5 to 10 minutes.

The procedure of this game is:

g. Seat 3-10 students around a table, or several desk moved together or a section of floor.

h. Spread the word cards out on the floor. Tell the students that as you read one of the word cards aloud, they should rush to grab it. The winner is the student with the most card at the end.[18]

This game can be used to teach reading and listening skill, but in this research, the researcher uses this game to teach grammar, especially simple past tense. In implementation of Grab the Word Game, the researcher modifies some procedure of this game and make it suitable

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[18] Siti Tarwiyah, *Games, Songs, as Practical Ideas to Teach Language,* (Semarang: English Department of Educational Faculty IAIN Walisongo, 2008), p.96.

to teach the students at junior high school. The modification of this game can seen from the steps of the procedure as follow:

a. Teacher divides the students into 3 or 4 group.

b. Teacher prepares some word cards with the verb 1. Spread the word cards on the table. Put the table in the middle of the students.

c. Every students have a chance to grab the word. Then, the student who get a word, don't have a second change to grab the words.

d. Teacher tells the students that as you read one of the words, they should rush to grab it.

e. The students should change the verb into past verb and write a sentence in simple past tense using that verb.

f. At the end, the teacher corrects the sentences with the students and the winner is the group with the most cards.

The procedure of this game can be changed or modified with interesting activities. For example, the students don't write the sentences on the board, they just tell the sentence loudly in front of the class and the other students correct the sentence.

By using this game, learning grammar is not difficult as the students thought, because the students can

study simple past tense with fun by using the game, not only studying and memorizing the pattern and example of it. It can also be a new medium in English learning, especially simple past tense.

C. Action Hypothesis

In this research, the writer hypothesized that using Grab the Word Game can improve the students' mastery of Simple Past Tense with the result up to 70 of the students' score (70 %).