

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings related to the research. This chapter will describe in depth of the variables exist in this study, Grammar Mastery and reading comprehension.

2.1 Grammar Mastery

2.1.1 Definition of Grammar

There are some definitions of grammar quoted from experts. Lado (1961: 141) states that grammar is the study of rules that are claimed to tell the students what he should and should not say in order to speak language of the social educated class. Cook and Sutter (1980: 1) states that grammar is a set of rules in which people speak and write. Swan (2005: xix) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. It means that grammar is the important aspect to communicate with other people. Grammar shows our meaning in communication, so that other people can understand our message.

Based on the experts' definition of grammar above, there is no changing from the meaning of grammar seeing as several years. It can be concluded that grammar is explanation that describes the rules forming words and making sentences which can

be applied in speaking or written. Grammar is a crucial aspect toward language skill which instructs how language is used correctly.

2.1.2 English Tenses

In the area of English as foreign language learning, especially the learning of grammar, tense has probably been a quite complicated and demanding element to learn. In English, when we have to take a deal with tense, we must automatically work with verb form changes. Moreover, the fact that in some languages, including Indonesian language, tense system does not occur has resulted in students' negative perception towards English, i.e., that English is a difficult subject.

Discussing tense, we may say that we refer to time; and the changing of verb forms indicates the shifting of time. Frank (1972:47) states that tense is special verb ending or accompanying auxiliary verbs signal the time an event takes place. Supporting his opinion, Hornby (1995:1231) defines tense as any of the forms of the verb that may be used to indicate the time of the action or state expressed by the verb.

The main points here, regarding tense is that we change the verb forms while we are changing the time. Consequently, we may judge when an action takes place or when a state exists by seeing the forms of the verb. It means that different forms of verb show difference in time.

Meanwhile, Cook and Suter (1980:47) point out that the present tense indicates that something is taking place now, whereas the past tense indicates that something was completed in the past. This indicates that tense is classified into two kinds i.e.,

present and past tense. This dichotomy is therefore, considered the basic categorization of tense. However, those two tenses are, then, re-categorized into several different tenses.

Another linguists may agree that there are three tenses in English i.e., present, past, and future tenses. Even sometimes tense is classified into twelve or sixteen or even more. Which classification to choose however is not important. The thing is that they are all true because every linguist proposes different points of view.

Summing up those definitions and elaboration above, tense is a particular form of a verb indicating the time of an action or a state. It is, thus, categorized into different kinds because of the time changing.

2.1.3 Past Tense

As pointed out in the previous section, based on the verb forms, tense is basically categorized into two, namely present and past tenses. As the name suggests, present tense indicates present happenings, something that is still related to the present, or a general truth. Past tense, on the other hand, is usually used to express an action or condition that occurred in or during the past time.

In terms of definition, different linguists define past tense differently. However, the definitions are more or less the same. According to Frank (1972:83) “The past tense indicates time terminating in the past, whether a time word is given or not. While Cook and Suter (1980:51) define past tense as actions or states that usually occurred or completed in the past.

It should be clear from the definition that past tense is used to indicate something that happened in the past and this is showed by the past form of the verb. And on the basis of the definitions above, there are four tenses indicating past form, they are simple past, past progressive, past perfect, and past perfect progressive tenses which have different form according to the function or the using of each tenses. They are discussed in details in the following subsection.

2.1.4 The Description of Meaning, Form, and Function

(1) Simple Past Tense

Simple past tense generally expresses events or situations that existed or happened at a particular point in the past. They began and ended in the past. Thus, they have nothing to do with the present.

The simple past tense is formed by using the simple past form of the verb. For regular verbs, the past form is made by adding –ed to the simple form (want + ed = wanted, enjoy + ed = enjoyed); for irregular verbs, the past forms are more or less idiosyncratic (write – wrote, catch – caught). The same form is used for all persons except with the verb be (They were...., She was....). Negative statements and yes/no questions in the simple past tense include the word “did” and “did not” and the verb form used is the simple form of the verb (Lisa did not go to Malang; Did you find your book?).

In common, simple past tense is used to express something that happened in the past. It, however, has also specific uses. We can state a single event that completed in

the past using simple past tense. For example, *we visited Uncle Sam in December*. Here, we find a time expression. It clearly shows that the event or the activity of visiting occurred in the definite time in the past, i.e. December. Nevertheless, past tense can also be used to express a past happening without giving any time expression. Yet it is clear from the context. For instance, *I worked in Jakarta*. In this case, no definite time expression is used, but it tells us that the action of working was in the past.

Additionally, past tense is used to show a series of past actions. The following sentences represent this use:

He got out of bed, stretched himself, walked to the window and opened it.

This shows us that all those activities were done in the past and they were done consecutively. Besides, simple past tense usually expresses a single duration. It indicates an event with duration that applied in the past with the implication that it no longer applies in the present. The duration is usually represented with such expressions as “for four years”, “for a long time”, etc, e.g. *Professor Nelson taught at the university for 30 years*. In addition, simple past tense is also used to indicate a past habit. It suggests that the habit stopped in the past and no more appears in the present, which also means that some changes in this habit have taken place.

Therefore, such expressions as “.....when I was a child, never, always, usually, and often” are usually included. For example, *I stayed with the family quite often when I was a child*.

Last but not least, past tense is used to express a conditional sentence of unlikely type, e.g. *If he took better care of himself, he would not be absent so often.* Moreover, in indirect speech, simple past tense is used to replace simple present tense of direct speech, e.g.

Direct speech : "I know what it means," he said.

Indirect speech : He said that he knew what it meant.

(2) Past Progressive Tense

Past progressive tense commonly describes an action that was in progress during a particular time in the past; or an event that was in progress when another event interrupted or when two or more events were still in progress at the same time.

The past progressive (sometimes called past continuous) is formed by using a past tense form of the verb "be" with the progressive form of the verb. The verb "was" is used for singular subjects and "were" is used for plural subjects.

As the name suggests, past progressive tense generally indicates something that was in progress at a specified time in the past. Hence the sentence "*He was walking to school at 8.30 o'clock this morning*" shows that the action of "walking" was in progress at the time mentioned. It is also possible to use past progressive tense to express an action that was happening while another action interrupted, and it usually in simple past tense. For example, *Karen was washing her hair when the phone rang.* Or when actions were simultaneously in progress, e.g. *While the band was playing, the people were dancing.*

Another usage of past progressive tense is to express a frequently repeated action in the past which often annoyed the speaker, e.g. *Mary was always losing her pen*. This statement implies that the speaker feels irritated with Mary's keeping losing her pen. In addition, we frequently use past progressive tense in description. It is usually used to express a situation or atmosphere in the past. Note the following example of past progressive to show description.

“The library was very crowded that morning. Some people were reading books and some others were busily walking from one shelf to another, trying to find the books they needed. Meanwhile in another part of the library some people were just talking.”

(3) Past Perfect Tense

Past perfect tense gives an idea that one thing had happened before another time or before another event happened in the past.

The past perfect tense is formed with “had” and past participle and it is used for all subjects.

Generally, past perfect tense an action completed in the past before another time or action in the past. However, past perfect tense can be used to express a recently completed action in the past. Usually, the word “just” is used to show that the action occurred immediately before the time of speaking. For instance, *When I arrived, Bob had just left*. Besides, when “since or for” is used, past perfect tense shows an action which began in the past or was still continuing for a period of time before

something in the past. For example, *We had had the car for ten years before it broke down.*

Furthermore, past perfect tense indicates that something happened before another action in the past. Besides, it can also show that something took place before a specific time in the past, e.g. *I had never visited the museum before I moved here.* Moreover, in conditional sentences, past perfect is used to indicate the impossible type, e.g. *If you had told him, he would have helped you.* When it is used with “if only, wish, etc,” it expresses a past wish that was not realized like in “*I wish that I had brought my torch with me.*” It is also usually used with “as if” when referring to a real or imaginary action in the past. For example, *he talks about Rome as if he had been there himself.* In indirect speech, past perfect tense is used to replace simple past and present perfect in direct speech.

(4) Past Perfect Progressive Tense

In general, past perfect progressive tense indicates that one event was in progress immediately before, up to, or until another event in the past. The tense is used to express the duration of the first event.

The past perfect progressive tense is formed with “had been“+ the present participle. It, therefore, is the same for all persons.

Past progressive tense basically has the same relation to past perfect in that it is used to express something begun in the past. However, it emphasizes continuity of past action. So, the example such as “*She was tired because she had been working since dawn*” shows that at the time of speaking, her activity of working still 18

continued. Past perfect progressive is also used to indicate an action or habit taking place over a period of time in the past prior to some other past events. For instance, *He had been walking to school before his father bought him a bicycle.* This means that before he had a bicycle he used to walk to school.

Besides, we use past progressive tense to express past action that was in progress getting interrupted by another past action. For example, “*We had been planning to visit our family in Aceh but we changed our mind because of the Tsunami.*” We can also use past progressive to indicate duration before something in the past. Therefore, such word as “for” is usually used, e.g. *Mr. William had been teaching there for ten years before he retired.* It is also common to use past perfect progressive to show cause of something in the past, e.g. *Jim was out of breath because he had been jogging.*

2.1.5 Students’ Grammar Mastery

Grammar is very important for English language learners since it is one of the important aspects to master communicative skills. A learner can be said as mastering a language (having competences) if he fulfills two main requirements, namely *accuracy* (correctness), which refers to the mastery of grammatical structures, and *fluency*, which indicates that the learner can use the target language (Widdowson, 1975). This argument is also supported by some other experts. Canale and Swain (1980: 27) consider grammatical concept as a basis of the communicative competence. Moreover, Swan (1985: 5) emphasizes the importance of grammar

mastery to support the good use of language. In addition, Harmer (1991: 22) declares that grammatical knowledge is very important for learners who want to have communicative competence. With good understanding on grammatical concepts, learners can avoid the use of incorrect structures.

According to the expert above, Grammar is important aspect of a study in which sentences are structured and formatted. If learners do not know the rules of grammar, they will never be able to communicate using English effectively.

2.2 Reading Comprehension

2.2.1 Definition of Reading

Reading is a consistent process of guessing meaning and message stated or implied in the text Grellet, 1990: 7). This is means when the students read a text, in the same time they attempt to understand the meaning or idea implied in the text.

Alderson (2000: 13) stated that reading involves identifying written form of language or text from visual like read a book or kinesthetically like Braille. Meanwhile, reading can be the same sort of activity as listening, the different is only in the type of language we need to concern. In the reading, we learn from printed text, while listening in form of speech.

Reading is the ability of constructing meaning from the printed page and interpret its information appropriately (Grabe and Stoller, 2002: 9). The readers are able to get information from the process of interpreting the meaning from the written text. In addition, Braunger and Lewis (2006: 8) also stated that reading is an

arranging process of meaning from text. The process include to an active, cognitive, and affective process.

Based on the definitions above, reading is a process when the students get information from the writer. From the reading activity, the students can identify and recognize the message through each word that builds the content of the text.

2.2.2 Definition of Reading Comprehension

Alderson (2000: 339) explain that comprehension is categorized as a complex set of activities which is interacted to one another when the reader tries to make sense of the text. Reading comprehension is an extraordinary accomplishment of balancing and coordinating many abilities in a very complex and rapid set of routines (Grabe and Stoller, 2002: 29). It makes reading comprehension is an effortless and enjoyable activity for fluent readers.

Reading comprehension means read to get idea as detailed understanding. Understanding a written text means digging up the information available in the text as efficiently as possible (Grellet, 1990: 3). The word efficiently means that when read a text we can use different strategies to get information. It will be different when we read a board of advertisement and read an article or a scientific journal. The strategies are differing based on the purpose of the readers.

In the Pandis et al (2003: 65) stated that reading comprehension is often understood as the ability of the student to retell a text they have in their own words. It

is mean that after reading the text, student able to understand what the ideas which stated in the text so they can retell the text by their own word.

From the definitions above, it can be concluded that reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details. A good recognized that many ideas are implied and he must read between the lines to get the full meaning.

In reading comprehension there are some kind types of text which have to learn by students of junior high school, those are descriptive text, narrative text, recount text, report text, and procedure text. Here, in this study the researcher will focus only on narrative text which will be discussed in the next section.

2.2.3 Narrative Text

Narrative text is one of English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Porter (2002) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction and stories.

Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005) states that narrative is one of the most powerful ways of

communicating with others. A good written story lets your reader response to some event in your life as if it were own. They do not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

In Curriculum 2004, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Typically, the events described in narrative text are written sequentially. For instance, novels show numerous episodes of action while short stories may only contain a few or even one episode. Nevertheless, both relate a causal chain of events: each event in the story leads to another, as the protagonist, or main character, tries to reach a goal or solve a problem.

A narrative text consists of some steps. Neo (2005) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

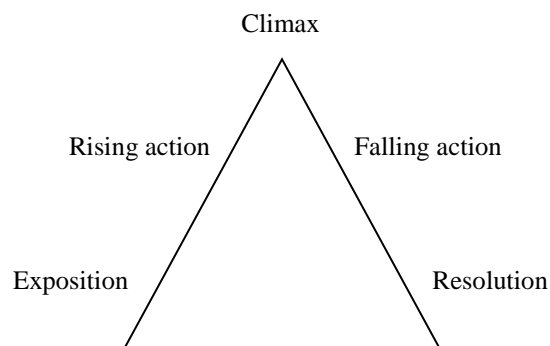


Figure 2.1 : Freitag triangle

That picture is known as the Freitag triangle. The idea of the Freitag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freitag triangle consists of: (a) the exposition, it establishes the characters and situation. (b) Rising action, it refers to a series of complication leads to the climax. (c) The climax is the critical moment when problem/conflicts demand something to be done about them. (d) Falling action is the moment away from the highest peak of excitement. (e) The resolution consists of the result or outcome (Neo, 2005).

On the other hand, according to Anderson (1997), the steps of narrative text are an orientation, a complication, a sequence of events, a resolution, and a coda. An orientation is about the opening paragraph where the characters are introduced, where and when the story takes place. A complication is about the problems that the participants have. The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) toward them from reaching their goal. A sequence of events where the characters react to the complication. A resolution is about how the problem is solved. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view. Moreover, a coda provides a comment or moral based on what has been learned from the story, but it is an optional step.

There are language features of narrative text. According Anderson (1997), the language features usually found in a narrative text are specific characters such as The King, time words to tell when they occur such as one upon a time, verbs to show the action, and descriptive words to portray the characters and settings. Besides that, the reader usually found direct and indirect sentences in narrative text and the writer uses past tense ; simple past, past continuous and past perfect tense.

In addition, there are some types of narrative. They are humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novel, and adventure (Anderson, 1997). There can be a combination within each of these types. For example, a romance novel could include crime and mystery.

2.3 Previous Study

There are some researches which are conducted a research about grammar mastery before this study carry out, researcher relates this study from the previous research which has similarity that can be used to material review.

The first, study which was conducted by Ranjbar (2012) investigated the relationship grammatical knowledge and the ability to guess word meaning. Subject of this study thirty female students out of fifty were chosen from among EFL learners in Sae Institute in Isfahan in order to select a homogenous group with upper intermediate level of proficiency. The instruments which were used in this study were consists of multiple-choice proficiency test, (i.e., OPT), which were three different sections, those were grammar items test, reading items test, and vocabulary items test.

The researcher analyzed the data using SPSS 17.0. Pearson product-moment is used to know the correlation between grammatical Knowledge and the ability to guess word. Finally, the findings indicated that grammar knowledge was a key factor in interpreting the meanings of unknown words. It was also shown that the more comprehensive the grammar knowledge was, the higher the learners' proficiency level in guessing words would be. Therefore, instruction of grammatical structures in L2 contexts is recommended.

The second, study was conducted by Mirshahvalad, Azizmalayeri, Akhondi (2015). The researchers investigated the effect of expository text structure training on Iranian students' reading comprehension performance. The study was conducted with 60 17-year-old female students at one of the high schools in 2014. They were from two separate classes of 30 students each. These two classes were randomly assigned as an experimental group and a control group. Expository passages were given to the students of the two groups of experimental and control. Before the researchers embarked on training the students, they had been assessed on their reading ability through a pre-test. Then they were given two posttests throughout the training program to investigate the progress of the students' reading ability. Results from Repeated Measures One-Way ANOVA confirmed the superiority of the experimental group over the control group. The findings indicated that expository text structure training and using graphic organizers in reading classes had positive effects on students' reading comprehension performance.

Another study was conducted by Safitri (2012) examined the students' past tense mastery and their ability in translating narrative text. The subject of this study was the grade eleven students of SMAN 1 Pagelaran through random sampling. The technique was a probability sampling procedure that gave every element in the target population an equal chance to be selected and tended to produce representative samples. Here, the researcher did was administering the past tense test. The test consisted of grammatical questions in form of the simple past tense and the past continuous tense. The second test, the researcher gave was administering translation of a narrative text in Indonesian form and asked the students to translate it into grammatical English. After the two kinds of test had finished, the researcher analyzed the students' scores which meant analyzing data. She evaluated the scores after the students did the past tense test and translation of narrative text test. After that, the researcher analyzed the data by using r- Product Moment. Finally, the result showed that there was a significant correlation between the students' past tense mastery and their ability in translating narrative texts of grade eleven students of SMAN 1 Pagelaran.

From the previous study above, there are some differences between this study and previous studies that have been mentioned above. First, this study focuses on examine between students' grammar mastery and reading comprehension only, meanwhile the previous studies above concern on grammar mastery and the whole subject at school. Moreover, Safitri (2012) research focused on the simple past tense

and the past continuous tense, meanwhile in this study does not. Second, the setting of the previous studies is also different with this study.

The researcher considers the previous study above because it relates to grammar mastery and reading comprehension. The result of this study may be different with the previous study because of different focus and setting. Since this study also brings different focus and setting, it still becomes a question about whether actually there is relationship between students' grammar mastery and reading comprehension at eighth grade of Muhammadiyah Junior High School 1 Gresik.