

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter the writer would like to present the related literature of this study. They are the definition of grammar, simple present tense, verb pronoun, adverbs used in simple present tense, meaning and stick figure.

2.1. Grammar

Grammar becomes important aspect that should be learn in order in mastering language. People who uses incorrect grammatical pattern in constructing a sentences that sentences will constitute different meaning from what it is intended. Therefore, grammar called as “sentence-making machine” by Thornbury(2005). It means that, even we have number of vocabularies without having good grammar mastery we will find a problem in arranging that vocabularies into good sentence. In addition, Thornburry added that Grammar is partly study about structure is possible in a language. Considering the significant role of grammar in mastering language, grammar is important to be learnt by the learners of the language. In addition, according to Cross, (1955:26) “The body of rules which underlies a language is called its grammar. This grammar includes rules which influence the structure of words to from clauses and sentences that are acceptable to educated native speaker”. It is similarly with Ur he stated that “Grammar sometime defined as the way words are put together to make correct sentence.

Meanwhile, Harman & Harmer said, “Grammar is study of words and their function”. So that’s way, in teaching and learning foreign language, like English mastering the language structure of grammar is important because Grammar play an important role in combining units of language to form sentences. The sentences are grammatically acceptable if they follow the rules of grammar. Also according to Richards, Platt and Weber in Nunan (2005:5) grammar is description of a language and the way in which units such as words and phrases are combined to produce sentences in the language. From that statements seems that grammar plays an important role in combining units of language to form of sentence. The sentence will acceptable if follow the grammatical pattern. The all theoretical above have explained how important the use of grammar in learning language. By mastering good grammatical pattern, it can control the structure of words to make correct sentences.

Since a communicative purpose and function of language are reflected in grammar, that is why students must acquired in a good grammar. Good mastery grammar will enable people easily to express information, feelings, idea in their thought to others.

Usually in expressing daily activities, the students have to know how to express it by using simple present tense. If the students use inappropriate tense it may cause misunderstanding because every tense will influence meaning. Therefore, it is important to teach rule of simple present tense to the students to make them able to construct good sentence what are applied in English communication either in the oral or written word.

2.2. Simple Present Tense

In grammar, students are provided with many rule of a language and one of them is tense. According to Hornby(1995:123) that tense is a verb form or series of verb that use to indicate the time of the action state. So it is important for students to know about tense since they have great influence in forming the meaning of sentences. Tense also indicate whether an activity or state is, was, or will be completed or whether is, was, will be in progress over period. In learning English as foreign language, it is very important to know the rule of tenses as part of grammar. By knowing the rules of tense the students more easy in constructing a good sentence in English communication. By mastering tense as one of aspect in English grammatical structure, the students will be able to communicate in English correctly.

Simple present tense is one of tense that is important to be mastered by students. Wrong way in using simple present tense will affect the student's ability in constructing simple present tense sentences. According to Khron: (1971) simple present tense is a tense that explain an action that happening in this time. In addition, simple present tense is used to say something true in general.

In particular time, the simple present tense shows clearly that in English tense is not the same is time. The simple present tense is the tense that can be use for description, definition and statements of general truth. According to Azzar (1999;20) that simple present tense express events, perception, feelings or state that occur or exist always, usually, habitually, and probably will exist in the future. It is mean that the uses of simple present can show us the activity that exist in that time, the habitual activity and something that can be happen in the future. In addition, simple present

tense can be used to describe something. The example is if we want to describe our house, our part of body and other we can use that tense to describe it. That statement is also reinforced by Aitken (1992; 18) that simple present is helpful to express action which always repeatedly, or generally true, or action that occurs at that moment.

However, it cannot be separated from the way the use of simple present itself. According to Aitken (1992;19) the simple present tense is used;

1. To denote truths:
 - Habitual truth: He smokes 40 cigarettes a day.
 - Eternal and unvarying truths: Jesus lives.
 - Recurrent truth: The sun rises in the east.
 - Permanent human truths: I like sweet. I live here.
 - General truths: English people drink a lot of tea.
 - Mathematical and scientific truths: Two and two make four. Water boils at 100° C.
 - Internal truths: verbs of thinking, knowing, wishing, etc; expressing a mental state: I think he is very nice. I know it is here.
2. It is used for giving instructions, directions or demonstrations, often with the impersonal you: You beat the eggs, and then you add the flour. In many situations the “you” is dropped, giving the imperative, which gives direct instructions: Beat the eggs and then add the flour.
3. It can be used to describe feelings and senses, especially sudden ones, over which the speaker has no control: I feel sick (suddenly, but certainly). I hear bells.

4. The present simple is often used as a narrative device, for dramatic effect in certain situations. For instances, it is used in commentaries, especially those about activities where the actions are swift: He passes the ball to Clark, he swerves, aims, and scores.

The other usages of the simple present tense based on Thomson and Martinet (1995: 159) are as follow:

1. The simple present tense is used in conditional sentences type I, for example: If I see Ann, I will ask her.
2. It must be used instead of the present continuous with verbs, which cannot be used in the continuous form. For instance: love, see, believe, etc, so that we can say I love you but not I am loving you.
3. It is often used with adverbs or adverb phrases such as: always, never, occasionally, often, sometimes, usually, every week, on Monday, twice a year etc. For example: I go to school every day.

According to Thomson and Martinet (1995: 159) it is must to be note that, in the affirmative the simple present tense has the same form as the infinitive but by adding an “S” for the third person singular. The table bellow will show you the form of simple present tense;

The Form of Simple Present Tense

Affirmative	Negative	Interrogative	Negative Interrogative
I work	I do not work	Do I work?	Do I not work?
You work	You do not work	Do you work?	Do you not work?
She/he/It works	He/She/It does not work.	Does He/She/It work?	Does He/She/It not work?
We work	We do not work	Do we work?	Do we not work?
They work	They do not work	Do they work?	Do they not work?

The explanation of the charts is as follow;

1. The role of Affirmative Simple Present Tense;

Subject + Verb1 + s/es + object

Note : Verb1 without *suffix* s/es because it used when the subject is the first person, second person, or third plural.

For example: ***I*** work in the office

You play marble.

However, we use Verb 1 with the suffix *s/es* if the subject is the third person singular.

For example: ***She*** works in the post office

He plays football

2. The role of Negative Simple Present Tense;

Subject + do/does + not + verb 1 + object

Note: **Do** is used when the subject is the first person, second person, or third person plural.

For example: **I don't** like apples.

They don't live here

Does is used when the subject is the third person singular.

For example: **She doesn't** hate school.

It doesn't like milk.

3. The role of Interrogative Simple Present Tense;

Do/Does + subject + verb 1 + object

Note : **Do** is used when the subject is the first person, second person, or third person plural.

For example: **Do** I love you?

Do we agree on his decision?

Does is used when the subject is the third person singular.

For example: **Does** she understand?

Does he work here?

4. The rule of negative interrogative Simple Present Tense

Don't/Doesn't + subject + verb 1

Note : Adding ***not***' to the auxiliary verb in interrogative form forms the negative interrogative Simple Present Tense.

For example: ***Don't*** you know me?

Based on the explanation above, there is some spelling of third person singular forms that at the end of the verb we have to add by s/es, it we call by Subject- Verb agreement. According to (Leech, 1996:33) Subject-Verb Agreement is an agreement in which there is a matching relation between subject and verb. The main rule of Subject-Verb Agreement is simple. It is said an agreement if both subject and verb show the same kind of inflection. In other words, singular subjects go with singular verb. And plural subjects go with plural verbs. Here are the rules of Subject-Verb Agreement;

1. If the noun is singular, the verb must have an-s
2. If the noun is plural, the verb does not have an –s

For Example:*The cloth needs washing*

The clothes need washing

She looks beautiful

They look tired

There are some additional rules of Subject-Verb Agreement (Leech, 1996:34).

They are:

1. Where the subject consists of two or more items joined by *and*, the subject becomes plural and is followed by plural verb.

For example:*My brother and I both like cheese.*

2. Two singular subjects joined by *or* become singular subject and are followed by singular verb.

For example: *I don't know whether Dennis or Kevin loves me deeper*

3. Group nouns such as audience, committee, family, government, and team can take plural and singular verbs.

For example: *The committee meets every week*

The committee meet every week

Moreover, Leech (1996:418) stated that the *-s* form of the verb is used only with the 3rd person pronoun or noun phrases which are singular. For the 2nd person pronoun, that is, *you* which can be singular or plural, the verb does not have an *-s*.

For example: *You (singular) always do the work well*

You (plural) always do the work well.

She always does the work well.

2.2.1. Verb Pronoun

In Simple Present Tense, verb has singular and plural form (Leech, 1996:34).

The singular verb is formed from the plural verb.

Plural Verbs

Singular Verbs

Like  Likes

Do  Does

There are some rules of the singular verb spelling (Evans, 1995:33);

1. Plural verbs ending in *ss*, *sh*, *ch*, *x*, and *o*, is added *-es* to form the singular verbs.

Miss	→	Misses
Brush	→	Brushes
Match	→	Matches
Box	→	Boxes
Do	→	Does

2. In forming singular verbs from plural verbs ending in *y* in which it follows a consonant, the letter *y* will be deleted and the verb will be added with *-ies*

Bury	→	Buries
Fly	→	Flies

3. When the plural verbs ending in *y* following a vowel, the verb is added with *-s*.

Buy	→	Buys
Say	→	Says

2.2.2. Adverbs used in Simple Present Tense

Two kinds of adverbial are usually used in Simple Present Tense. They are adverbial of frequency and adverbial of time.

1. Adverbial of frequency

Usually we also use adverbial of frequency in simple present tense. Adverbial of frequency use to make clear how often an action take place. According to (Werner,

2003:43) the following adverbs of frequency are often used in Simple Present Tense are:

Always

Usually

Often

Frequently

Normally

Sometimes

In constructing Simple Present Tense, the adverbials of frequency come before the main verb of a sentence, but after the verb „to be“ and modal verbs (can, must, will, etc).

Example: I rarely go to supermarket.

My grandmother never goes to Malaysia.

The rainbow is rarely seen in this part of the country.

1. Adverbial of Time

According to “ (Hornby, 1975:166) that the term adverbial of time is limited to answer the question “when?”. Based on the (Werner, 2003:43) that here Here are some adverbials of time that are used in constructing Simple Present Tense

On Monday (Sunday, Wednesday, etc)

Every day (week, month, year, etc)

In the morning (afternoon)

Nowadays

The position of adverbial of time in Simple Present Tense sentences can be at the beginning or at the end of the sentence.

1.2.3. Meaning

Simple Present Tense has three important meanings (Leech, 1996:385-386).

They are:

1. A present state

- a. Present Tense often indicates a state which exists now that refers to a fact which is generally true.

For example: *The sun rises in the east.*

Simple Present Tense can also refer to states that can change.

2. A present habit

- a. Simple Present Tense refers to an action repeated regularly such as habit or custom

For example: Robby smokes.

Anita plays tennis.

- b. Simple Present Tense can be used with frequency adverbs like *always, never, sometimes, ever, usually, often, etc.*

For example: Billy sometimes goes fishing in the summer.

3. A present event

This meaning of Simple Present Tense is less common. It refers to an event which happens at the very moment of speaking.

For examples: *I regret that I made a mistake.*

Besides the three important meaning above, Simple Present Tense also has two other special meanings. They are special because here Simple Present Tense does not describe present time but future or past time Quirk, (1972 : 16).

- Referring to future time

Simple Present Tense refers to the future in following cases:

- a. When there is a temporal adverbial in the clause

For examples: *The plane leaves for Chicago at eight o'clock*

- b. In conditional and temporal clauses introduced by *if*.

For example: *He'll do it if you pay him.*

- Referring to past time

Simple present with past time reference is used with, for example, the communication verb *tell, hear, learn* etc. In the present of the effect of a past communication :*John tells me that you have been abroad.*

2.3 Stick Figure

Nowadays, teacher can learn to draw simple stick figures for illustrating many grammatical points in English, and it makes the teaching more effective. These illustration should be kept simple with circles and lines indicating the characteristic and action. A boy and a girl may be represented with facial figures such as eyes, mouth, etc.

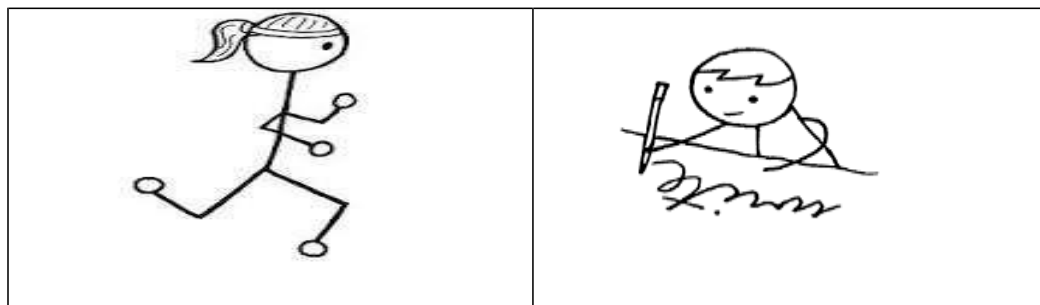
A stick figure is very simple type of drawing made of lines and dots. It is also can be figure of, animals, places and things. Stick figure does not only represent

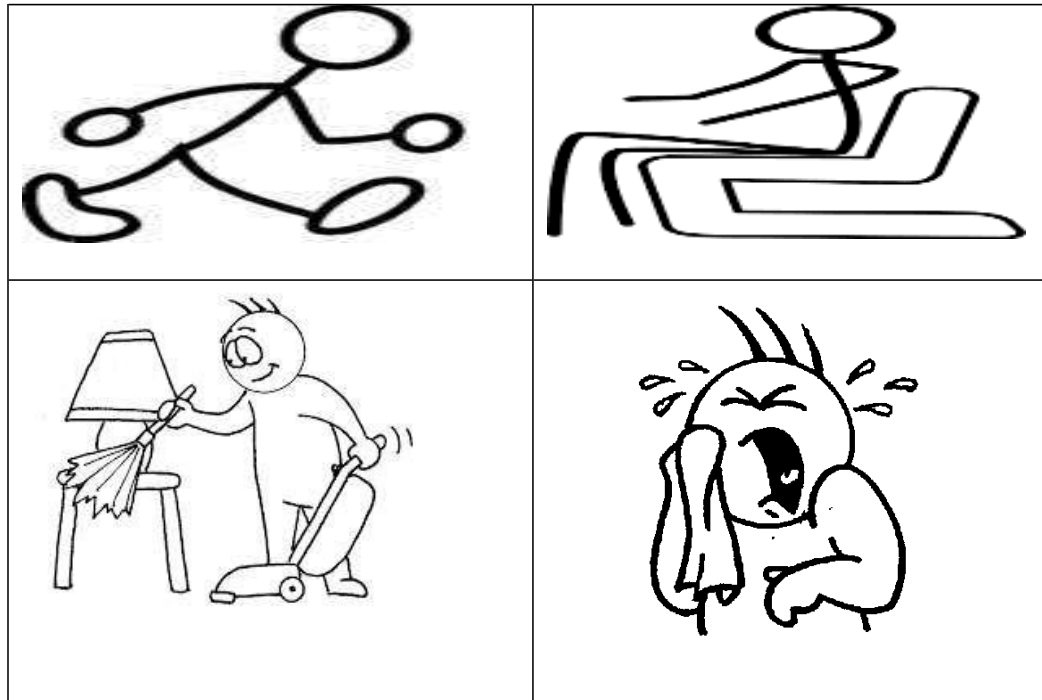
noun, but also they can be on the form of adjective, verb and adverb. In stick figure, the head is represented by a circle with details such as eyes, mouth and hair. Straight lines represent all the arms, legs and body. Stick figure is typically drawn by hand with a pen, pencil or marker. Nowadays, the teacher can use the technology to draw the stick figure by using computer. There are some reasons why the researcher uses stick figure rather than picture in full drawing.

1. First, if the teacher want to make the teaching aids traditionally, stick figure are easy to draw.
2. They can be traditionally animated a lot quicker than full drawings.
3. Drawing stick figure is saving the time, the teachers do not use to color them.

As we know that English class sometime is not always pleasing or interesting. Therefore, teacher must try to make these students mastered and happy in studying English. Here the use of Stick figure can be appropriate strategy in teaching and learning English. Based on (Wright 1984) teacher can use stick figure to introduce grammatical pattern in following example;

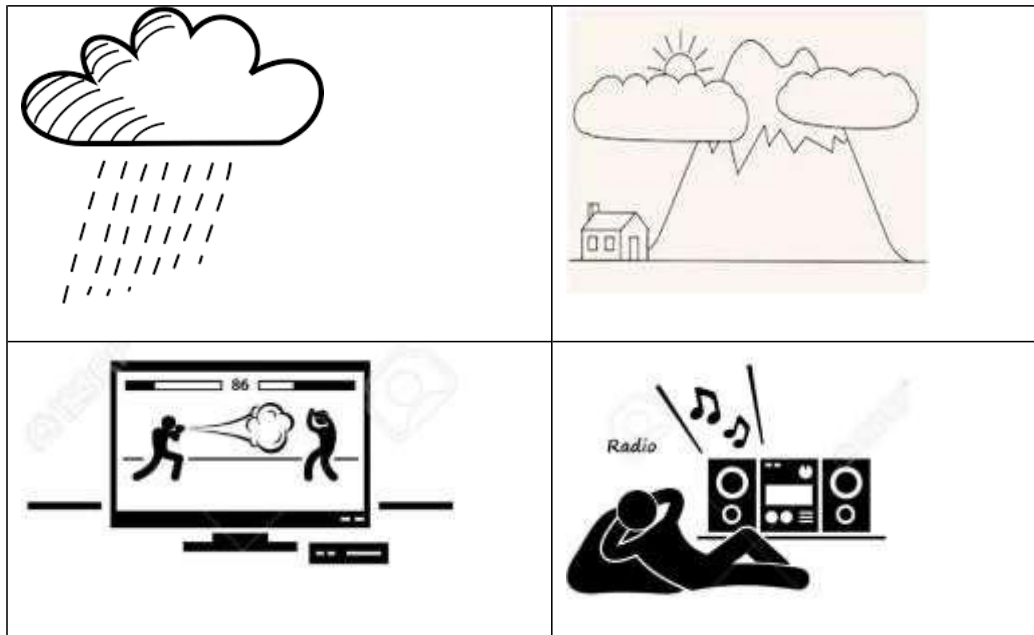
a. Verb form

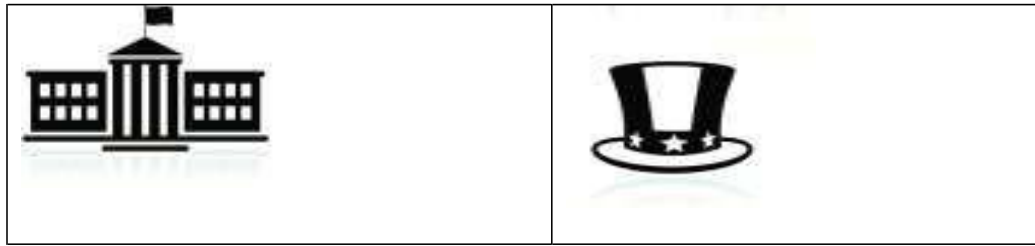




Adapted from Wright(1984)

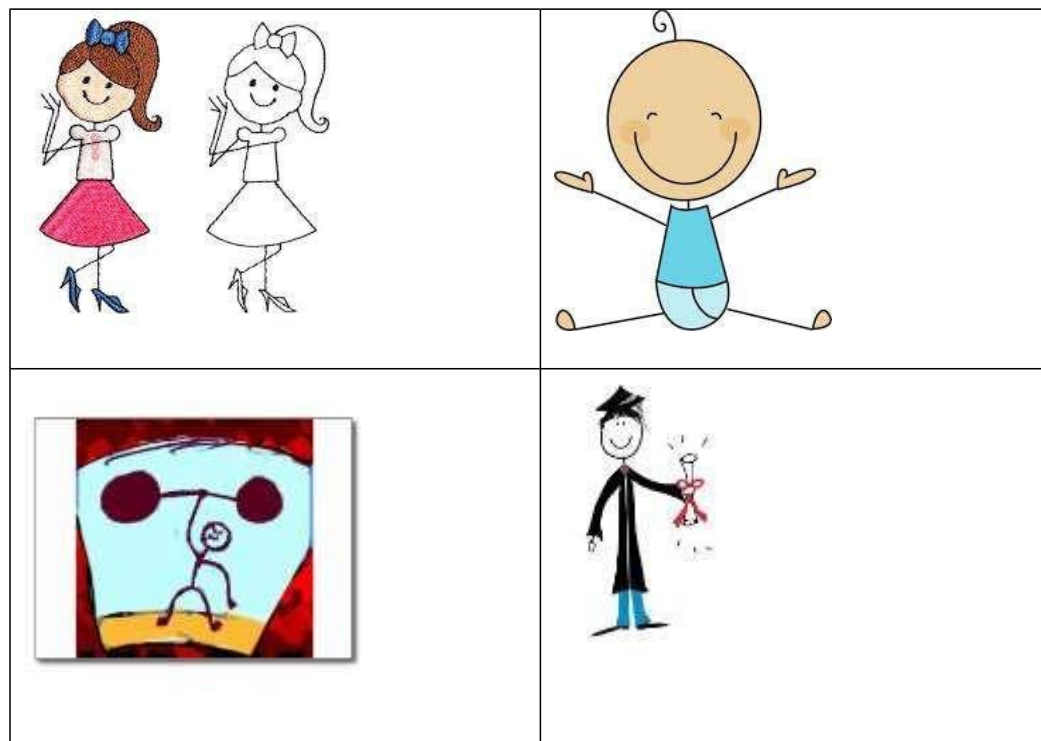
b. Noun form





Adapted from Wright(1984:88-89)

c. Adjective form



Adapted from Wright(1984:88-89)

Stick figure has some characteristics that can be used in this research.

According to Wright there are some procedures that can be used to teach students by using stick figures. First, we have to prepare some paper or cards. The minimal size of the card is 50cm x 60cm then stick it on the blackboard. We can draw directly the

stick figure on the blackboard when teacher want to teach English . So, at the beginning of the lesson teacher ask to the students to give attention in the several of picture on the blackboard. Then after teacher give few minute to students to think what they see, teacher directly ask about students opinion related to the stick figure. Then after students understand well about the stick figure, teacher ask to students construct simple sentences based on the activity in stick figure.

2.3.1. Procedure of Stick Figure

According to Yusuf Wijanarko (2006), there are the steps and guidelines to use stick figure, they are:

1. The teacher made on simple picture on the blackboard or teacher can prepare piece of papper.
 2. The students look at the stick figure and tell the teacher what they see.
 3. The teacher may ask questions to the students to observe more closely and to describe what they see more clearly and precisely.
 4. The students discuss possible interpretations of a picture, form opinions about them and imagine what might have happened beyond what appears in the picture, when the students have finished discussing the details of a picture, they can try to make interpretation of them in a sequence so that they tries to make a short sentences related to the picture.
- The teacher with different steps to use of stick figures, they are :
 1. The teacher showed stick figures to the students.
 2. The teacher asking question about the picture .

3. The students guess the picture.
4. The students discuss about the picture.
5. The students begin to construct simple sentences.

2.4 Previous Study

The review of the study is made to avoid unnecessary study and to avoid any duplication. The researcher has found one study which related with this study is S1 thesis entitled “The implementation of Stick Figure to Teach Writing Recount Text to The Eight Grade of SMPN 1 Ngoro Mojokerto” written by HikmahOkyPravitasari. Her thesis aimed to know how is the implementation of stick figure in teaching writing recount text, how are student’s respon towards the implementation of stick figure in teaching recount text and how are the student’s writing recount text after implementing of stick figure. From the result of the study the researcher for this time can conclude that the implementation of stick figure in writing recount text effectively helps the students to write the text easily. Also the students really enjoyed to write a recount text by using stick figure.

Second is, this strategy also related with the study of S1 thesis entitled “ The Effectiveness of Using Stick Figure On The Descriptive Text To Improve The Fifth Graders Reading Ability”. The previous researcher believe by using stick figure it can helps students to improve their ability in understanding descriptive text. Another students was more interested in study descriptive text, stick figure also can helps student in build kind of vocabulary so they can arrange those kind of vocabulary into good descriptive text.

The next previous study that conducting with the title “*The Effectiveness of Stick Figures as Media for Teaching Vocabulary to Elementary School Students*” was done by Andri Achiriani (2012). The design is experimental Research and the subject is the sixth grade of SDN Jayaraga and SDN Arjasari Leuwisari. The aim of this research was to find out whether teaching vocabulary to elementary school using stick figures as media was effective or not.

From some findings above, the researcher can predict that stick figure is a good strategy to be implemented in teaching English especially helping students in constructing simple present form. And from some findings above make the researcher curious to conduct a research about constructing students simple present form by using stick figure at SMP Muhammadiyah 4 Giri in Gresik. This strategy also gives new alternative for the teacher in teaching component of English subject as like grammar in unique ways.

The difference from present study can be seen from the design of the study and the subject of the study. From previous study above the researcher focus in some of skill such as writing and reading, but in this research the researcher will use the strategy to teach the component of English as like Grammar. While the design of this study is experimental research design but in the first and the second design is CAR. So here, in this study the researcher will conduct a quantitative about constructing students simple present form by using stick figure

