

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter discusses related literature which is divided into three sub-sections; the concept of grammar, teaching grammar, and tenses in second semester students at English Language Education Program at Universitas Islam Riau.

2.1 Concept of Grammar

Grammar is a course provided in English Language Learning. This subject is very important to improve the student's English skills because it will influence the quality of the students in mastering the language. Based on Purpura (2004) in Emmaryana (2010), Grammar is described as the role of a systematic way to prepare the best language information of a hearer or a speaker. It also described that grammar as a ruler and a guide for someone to make the language utterance attractive and grammatical.

According to Murcia and Freeman (1999) in Widiyanto (2011) Grammar is a technique to explain the composition of target language and its verbal communication use. Grammar can help someone to predict a structure in spoken and written language, for example, someone translates a text by using grammar knowledge. In a process of translating from source language to target language, someone needs to know about the structure of the sentence by using grammar to make them becomes a good translator.

With the purpose to have a good knowledge of grammar, someone should learn in a specific academic study. In grammar, someone could learn about the

structure of the language and meaning of the word. Williams (2005) in Widiyanto (2011) articulates that Grammar is academic subject of the language structure and explains the way of words constructed together expressively. Grammar makes words become a sentence that have meaning.

As said by Gerot and Wignel (1994) in Saraswati (2015) Grammar is a language concept, where method language are set of guidelines for constructing a sentence. In other hands, Thornburry (1999) in Saraswati (2015) maintains that grammar is a sort of rules for creating sentences, incorporating the description where the meanings deliver. He adds, grammar adjoin the meanings that so difficult from the middle context. The types of meanings recognized by grammar which is representational, a grammar makes people use a language to explain how, when and where something happen.

Nevertheless, grammar study word structure of the language. In basic grammar, students will learn parts of language process, like written and spoken language. Throughout process, the students have to analyze part of sentences for example word construction. The word combines together become one structure in sentences. Based on Ur in Komala (2014) Grammar is how the language operates and adjoins the words to become meaningful sentences.

Afterward, as said by Leech in Rouf (2015) the combination of words constructions become sentence with the rule of grammar structure. Furthermore, along with Gerot and Wignell (1995) in Rouf (2015) grammar is language concept that places the words together to create meaning.

Grammar has a function to help someone to use language. Murcia and Freeman (1999) in Widiyanto (2011) argue that the essential to learn grammar is it will affect the students' listening, speaking, reading, and writing. Then, in line with Thornburry (1994) Widiyanto (2011) if students want to master written and spoken language they have to know the structure of grammar in making a meaning of target second language (L2).

In teaching and learning grammar, a teacher has to make sure the student's fluent and accurate in language skill. The students should be able to speak in fluent and using a correct grammar structure. A student ought to understand every sentence in target language to make them easy in communication. In accordance with Ur grammar is does not only influences a structure of language, but also in its meaning. Along with it Knapp and Watkins affirm that grammar is an orientation element to construct a text.

Yule (1985) in Septiani (2014) states that grammar consists of three types, such as: Mental Grammar, Linguistic Etiquette, and Traditional Grammar. Mental Grammar is a procedure of internal linguistic information that manages in the creation and recognition of suitably structured expression. Then, this is not outcome of some teaching (skill only). Linguistic Etiquette is the setting of use a suitable grammar in language. The last, Traditional Grammar is analysis study of language grammar. Quirk et al. (1985) in Burner (2005) separate grammar types into three types. The first is Mental Grammar, it is a grammar that someone has in their inner mind or intuitive. The second is Grammar of German, it has the grammar of the explicit meaning at a situation. A various of Grammar of German

are formal grammar: which learn the morphology, syntax, and principle. And last, Functional Grammar, which learn the used of a language. The difference is the further usage in theoretical linguistics and applied linguistics and in the Formal Grammar someone has to give the explanation of language usage. Lecch (1994) said as Communicative Grammar, that a grammar consists of elements of discourse, semantics, and pragmatics.

In other words, there are two types of grammar in relation to Kollin and Funk (page 6-7) in Septiani (2014), Structure Grammar and Transformational Grammar. Structural grammar is describing on its nature. It is importance on English nature. Transformational Grammar is aim to check spoken English and explain the structure. The crucial part of transformational grammar is the acknowledgment of the transformation of basic sentence to some forms when translating the real meaning of the sentence.

As stated by Madsen (1983) there are two main methods to determine the grammar skills of basic level students such as individual testing and group testing. Individual testing is a set of oral tests which is aim to examine students individually. The test could question a simple spoken responses or nonverbal action.

This kind of test should apply a common vocabulary in the question that has been taught to the students. Next, group testing is a test given by presenting a direct physical response to the students. At the beginning, teacher will explain and show some new vocabulary words, and then the teacher will request the students to give an illustration based on the teacher command.

2.2 Teaching Grammar

According to UR (1996) in Emmaryana (2010) teaching grammar is needed to someone who wants to learn another language, besides their first language. In learning grammar, someone have to adequate to learn and to mastery the language. Some people thinks that teaching grammar have to help the students by offering information and preparation in the classroom. Then, teach the construction of grammatical sentence not by the actuality discourse, but by proving the grammar effective use in learning a language.

2.2.1 Method of Teaching Grammar

People believe that grammar is a crucial aspect to be mastered and learnt, Larsen and Freeman (2000) in Saraswati (2015) report that there are some methods a teacher can use to teach the learners.

- a) Grammar Translation Method, provides the rules of grammar as a matter of course, in light of the fact that written target language is the aims of learning a language.
- b) Communicative Language Learning, students' communication skill is the important part in this method. Some grammar aspects are the communicate activities.
- c) Audio-Lingual Method, this method aims to make the students capable to use a language in communicative way. The grammar will teach in basic by giving some examples.

- d) Direct Method, the students have been able to communicative in target language they learn. A little of grammar rules will be taught indirectly and students will get some examples and rules, then they will figure out it.

All those methods can be applied in teaching grammar. Grammar Translation Method aims in the written target language of learning language, while Communicative Language Learning provides the grammar aspects in communication, and Audio Lingual Method conceives the students able to apply language in communication, then in Direct Method, students will learn some grammar rules indirectly.

2.3 Tenses

According to Rouf (2015) Tense is a group of time situation expressions and is showed in the specific forms usage of verbs especially in conjugation patterns. Past, present, and future are the main tenses found some languages. Some other languages only have two different tenses which are past and non-past or future or non-future, the other some languages do not have tense at all like Chinese.

In some situations, tenses show the time situation at the time the speaker is speaking; its meaning can be a present, past, or future. Several languages have various verb forms in the sentence construction. It expresses an expression that is related to the aspect, and verbs usually related to the mood and described the relations of combination of tense-aspect-mood (TAM) system.

We will find the term “tenses” in English. In English, a verb and *be* will follow the changing of adverbial time. The verb that indicates the changing of adverbial time is called tenses as written in Johan (1999).

According to Dharma (2007) tenses is used to identify the words or sentences with adverbial of time, the tenses consist of variation of the adverbial of the time and it show the kinds of tense. The students seem get problem in identify sentence because there are many kinds of tense in grammar. However, the tenses help the students for writing skills.

2.3.1 Kind of Tenses

Grammar has some components in English language learning. One of the components is tenses. There are 16 tenses in English language, such as; simple present tense, present continuous tense, simple past tense, past continuous tense, present perfect tense, present perfect continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future progressive tense, future perfect tense, future perfect progressive tense, simple past future tense, past future continuous tense, past future perfect tense, and past future perfect continuous tense.

In English, verb has Simple and Compound sentence. On the word of Chalker and Weiner (1994) in Komala (2014), English grammar describes structure tenses, which the tense become two tenses: the present tense and the past tense, both has lexical verb in the last word. Simple present tense used –s and the simple past tense used –ed.

There are some kinds of compound tenses. In accordance with Hornby (1975) in Sudartini the compound tense is the combining two or more verbs in formulas and the result of the combination concerned with time. The two compound tenses are Simple Present Tense and Simple Past Tense. In other hand,

in relation to Frank (p.66) the kinds of compound of tenses, such as the three kinds of past tense and two kinds of future tense. It describes many kinds of tenses based of time.

Simple present tense shows the things in common, and happens in continually situation. Verbal sentence in the simple present tenses used one, and simple present tense used three To Be (is, am, and are), for example:

I always take a bath in the morning

My mother goes to supermarket every Sunday morning

My father read the newspaper every morning

Present Continuous Tense is a kind of tenses that used for event that happening in this time. This tense is formed by auxiliary verb “be” as am, is, are and followed by present participle (form V1 + ing). Present Continuous Tense used verb such as dynamic or action verb, the verb show action or movement. If present continuous sentence using stative verb that shows not action but only show a situation and condition, usually the sentence has a certain pragmatic meaning, for instance:

I am reading the Motivation Novel today

She is cooking meatball this morning

You are watching the movie tonight

These exemplars indicate present continuous tense used by subject for event or period a round now.

Simple Past Tense is event or action happening in the past. Generally used by someone for retelling happen in the past, simple past tense used Verb 2 for

formulated verbal sentences. In other hand, for nominal sentence, simple past tense used was or were, such as:

I was a student at Universitas Islam Riau

My father slept for an five hour

You didn't administrated document last day

Past Continuous Tense is the tense used to indicate that an action is in progress during a certain time in the past (past). This form shows that the action happened before (began before), during (was in progress during), and may continue after (continued after) the time or other action that happened in the past.

The students was studying

The students was not studying

Was the student studying?

Present Perfect Tense shows the events happen in the past but have connection with this period.

I have listened pop music

I have not listened pop music

Have I listened pop music?

Present Perfect Continuous Tense is a verb form used to express an action which was completed at some point in the past or the action has started in the past and continues up to now.

He has been drawing picture

He has not been drawing picture

Has he been drawing picture?

Past Perfect is a verb form that is used to indicate that an action has been completed at some point in the past before another action happened. The action that has been completed in the past it may occur repeatedly or just once. In addition, the tense can also be used to form the conditionals sentence type 3 and reported speech.

She had walked

She had not walked

Had she walked?

Past Perfect Continuous tense is a verb form used to express an action (by certain time duration) has been completed at a specific point in time in the past.

She had been listening music

She had not been listening music

Had she been listening music?

Simple Future Tense is a verb form used to express that an action took place in the future, spontaneously or planned.

You will happy

You won't happy

Will you happy?

Future Progressive tense is a verb form that states the events that will be taking place at a specific time in the future. The incident has started but not yet completed at the time. The form of this tense, also known as Future Continuous Tense.

Lala will be swimming

Lala will not be swimming

Will lala be swimming?

Future Perfect tense is a verb form used to express an event that will be finished at this point in time in the future

My sister will have opened the door

My sister will not have opened the door

Will my sister have opened the door?.

Future Perfect Progressive tense is a verb form used to express an action event or events that would've lasted for such a long time at a certain point in time in the future. Forms of tenses is also known by Future Perfect Continuous Tense.

I will have been reading novel for two week

I will not have been reading novel for two week

Will I have been reading novel for two week?

Simple Past Future tense is a verb form in the language of the United Kingdom to discuss the future from the perspective of the past. Tenses can be used to declare an event or action to take (voluntary or planned), make an estimate or prediction, and make an appointment in the future at the time was in the past. In the language of United Kingdom, Simple Past Future Tense is also used to describe the events that occur or are performed repeatedly or has become a habit in the past. The use of the word "would" typically indicates that the speaker wants something to happen in the future, which may or may not be true, such as:

I would evaluate

I wouldn't evaluate

Would I evaluate?

Past Future Continuous tense is a type of tenses that we use to indicate a situation in our imagination will be taking place at a time in the past, in the sense that we imagine it is not finished. Viewed from the sense, can we conclude also that the event or action that we disclose your use of tenses past future continuous is not really the case.

I would be evaluating

I wouldn't evaluating

Would I be evaluating?

Past future perfect tense is a verb form to discuss activities that did not happen, it might actually happen, or it can be done but not successfully done in the past.

I would have evaluated

I wouldn't have evaluated

Would I have evaluated?

Past Future Perfect Continuous tense is the tenses are used to state the sentence that would have happened in the past. Tenses are similar to future perfect continuous tense, there are similarities both have more than one description of time on one sentence. Past Future Continuous tense are suppositions or assumptions, it means the perpetrator in a sentence that gives only the assumption on the sentence stated by him, for example:

I would have been evaluated

I wouldn't have been evaluating

Would I have been evaluating?

2.4 Simple Present Tense

Rouf (2015) concludes that Simple Present Tense is the tense to show event or action in the present time which the time as continue. The action doing as usually by someone, such as: activity takes a bath every morning. Simple present tense have a method that describe third-person singular –s variation (such as: “he happy”) other method {“i, you, we, they Happy).

As said by Nurcahyanti and Maslacha (2002) in Arba’in (2011) Simple present tense is a pre-requisite of the main United Kingdom language, sentences are the predicate in a sentence Indonesia language is not always a verb. There is a verbal sentence and nominal sentences.

Simple Present tense is formed by using the simple form of the verb that was listed in the dictionary or it was called infinitive without ‘to’. In accordance with Cook and Suter (1983) in Natria (2007) Simple present tense is a tense using simple form and V1 that form has infinitive without “to”. Different with other tenses, simple present tense has singular and plural that add suffix word such as –es or s. this opinion supported by Brewton (1982) simple present tense is the tenses show the action or situation that happen as continue and being the present.

a. verbal sentence

Figure 2.1 the formula of the verbal sentence

Affirmative	S+ V1+ (s/es)+ O	He buys Hand phone
Negative	S+ Do/Does+ Not+V1+ O	He does not buy Hand phone
Interrogative	Do/Does+ S+ V1+ O?	Does he buys Hand

		phone?
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Get used to Azar (1941)

In keeping with Thomson and Martinet (1986) simple present tense in affirmative have similar structure or the infinitive, but for the third person simple present tense used “S”.

Figure 2.2: The Subject Verb Agreement of Verbal Sentences

Simple Present Tense		
	Subject	Verb
Affirmative	He, She, It, and the name of people	Additional infinitive (verb + s/es)
For negative and interrogative sentence use		auxiliary do or does
Negative and	He, She, It, and the name of people	Does
Integrative	They, We, I and you	Do

Source by Azar (1941)

Figure 23: Spelling of third person singular forms

Most Verbs: Add-s to infinitive	Read = reads Eat = Eats Rob = Robs Stop = stops
Verb ending in consonant +y change y to I and I and f add-es	Fry = fries Notify = notifies Photocopy = photocopies
<i>Verb ending -s, -z, -ch, -sh, or -x Ad -es to infinite</i>	Lose = loses Freeze = freezes Advise = advises
Exceptions:	Have = has Go = goes Do = does

b. Nominal sentence

According Azar (1941) in Arba'in (2011) state that nominal sentence is a sentence equally the main verb has three essential patterns.

- i. be+ a noun
- ii. be+ an adjective
- iii. be+ a prepositional phrase (adverb)

Figure 2.4: the formula of Nominal sentence

	Full Forms	Constructions	
Affirmative	I am Mexican. He is a new student. She is a professor. It is Tuesday. We are sisters. You are very smart. They are in class.	I'm Mexican. He's a new student. She's professor. It's Tuesday. We're sisters. You are very smart. They're in class	
			(no construction)
Negative	I am not interested. He is not in the office. She is not happy. It is not here. We are not students. You are not married. They are not friendly.	I'm not interested He's not in the office. She's not happy. It's not here. We're not students. You're not married. They're not friendly.	He isn't in the office. She isn't happy. It isn't here. We aren't students. You aren't married. They aren't friendly.
Interrogative	Is he new student? Is he a professor? Are we sisters? Are you very smart? Are they in class?		

Source by Kirn and Jack (2007)

Davidson (2004) in Arba'in (2011) state that there are some functions of simple present tense, such as:

- a. To talk about fact

Example: The sun sets on the west

- b. To tell about repeated action

Example: Angga reads book on Monday

- c. To describe about actions that happen in the present.

Example: Aisah reads novel (a common factual: Aisah understand how the way to read)

- d. To explain about future events or actions

Example: The English study begin at 10.30 am

In accordance with Swan (1995) simple present tense is tense that show the event or situation happened as continue. In other hand, Nesfield (1948) and Mas'ud (1996) in Rosyada (2016) simple present tense have some adverbial kinds such as: adverbial of time, adverbial of place, adverbial of frequently, and etc. for example:

- | | | |
|------------|----------------|---------------|
| ✓ Always | ✓ On Sunday | ✓ Seldom |
| ✓ Usually | ✓ Everyday | ✓ Never |
| ✓ Often | ✓ Twice a week | ✓ Every week |
| ✓ At Night | ✓ Sometimes | ✓ Here, there |

2.5 Simple Past Tense

Simple past tense is the tense constructed the past verb which the verb divided into two kinds like Regular and Irregular Verb. This tenses used V2 and the action happen in the past. Consistent with Frank (1972) in Komala (2014) simple past tense show the people make a statement in this event but the action doing in the past.

As said by Azar (p. 24) simple past tense is the tenses show that even, activity and time happened began and ended in the past. In other hand, Bieber et al

(1999) said that generally simple past tense related with narrative text and descriptive text which the two mind of the text tell story happened in the past. In generally, reference for fictional story is simple past tense, because simple past tense has function as tell action and time happen in the past, and the simple past tense guide the reader for description story and their must can imagine the situation as well because the story is fiction. The theory underwrote by Azar (1992) in her book “Fundamental English Grammar” the activities or times happened in the past, and event or action doing in the past.

Example:

- a. Rizky washed his face last morning
- b. Dharmawan used jacket yesterday
- c. We passed examine seven days ago

As stated by Murphy (1985) simple past tense is the tenses show action or situation happens in the past. In other definition Swan (1985) state that simple past tenses is set of a verb form that the form without auxiliary verb. Suryanto (2007) in Evlina (2009) said that simple past tense is the tenses show the action or situation that generally happened in the past. Along with Hartanto (1996) in Pratiwi (2009) “Simple past tense is a tenses used for categorize event, situation, and action happened in the past. If someone creates in a simple form, they should know if the action has been done in the past. Parrott (2000) in Kechoud (2010) assumed that simple past tense is a tenses used or action or situation has been done and completed occurrence. When the students make a sentence with used past form, they should know that event, action, time has been done.

According Hill (2002) the regular verb is the verb used ending –ed in the past tense. Besides, the irregular verb has some kind spelling mode:

- a. When the simple past tense form has ending -y following consonant, -y become different to I and add –ed, such as: cry/cried. Study/ studied, fly/flied.
 - b. When the tense has ending consonant +a +a vowels and the verb has one syllable. Therefore, the double consonant +a +a become add –ed, for examples: jog/jogged, call/ called, plan/ planned
 - c. When the simple past has two syllables in form and in end consonant +a vowel +a consonant. The pronouncing in syllable has stressed, for example; ban/ banned, whip/ whipped, occur/ occurred.
 - d. When verb in the simple past has end –e only add –d, for examples; tie/ tied, use/ used, fix/ fixed.
 - e. When the simple form only add end –ed in regular verb. For examples; face/ faced, erase/ erased, obey/ obeyed.
- a. **Verbal sentence**

Affirmative: S + V2 + O + Adverb

He decorated his bicycle with blue color yesterday

The students looked their teacher in front class last day

My sister opened her cake store last week

Negative: S + did not + V1 + Adverb

He did not decorate his bicycle with blue color yesterday

The student did not look their teacher in front class last day

My sister did not open her cake store last week

Interrogative: Did/ didn't + S + V1 + O + Adverb?

Did he decorate his bicycle with blue color yesterday?

Did the student look their teacher in front class last day?

Did my sister open her cake store last week?

Figure 2.5: the regular verb

Simple Form	Past Form
Apply	Applied
Believe	Believed
Celebrate	Celebrated
Describe	Described
Evaluate	Evaluated
Free	Freed
Glow	Glowed
Help	Helped
Improve	Improved
Jump	Jumped

Arba'in (2011)

Figure 2.6: the irregular verb

Simple form	Past Tense Form	Notes
Cost	Cost	The simple and the past form of some verbs are the same.
Cut	Cut	
Hit Hurt	Hit Hurt	
Built	Built	With some verbs, the simple form end in -d and the past form ending in -t.
Lend	Lend	
Send Spend	Send Spend	
Dream	Dreamt	Some verbs have other consonant changes or add a consonant in the past tense.
Have Hear	Had Heard	
Begin	Began	Many verb have vowel change in the past tense.
Come	Came	
Drink	Drank	

Drive	Drove	
Eat	Ate	
Fall	Fell	
Be	Was/ were	Many Verbs have consonant and vowel changes in the past tense.
Bring	Brought	
Buy	Bought	
Catch	Caught	
Do	Did	
Fly	Flew	

Adopt Hill, McGraw (2002) in Ovalina (2010)

Simple past tense has two kinds of verb: Regular Verb and Irregular Verb. On the word of Lindeln (1990) the form of simple past tense has four kind forms of regular verb such as: affirmative statements, question, negation, and short answer. Affirmative statements show used regular verb suffix -ed in the present form become past tense form. For example: Rangga telephone his mother every morning converts Rangga telephoned his mother every morning.

Then, in Past tense has question form. The question form set the position auxiliary verb before subject, and the important verb keep on in its simple present tense form become simple past tense form. Perhaps: My father's accompany me every weekend. Does he accompany me every weekend? Become my father accompanied me every weekend, did he accompany me every weekend? . Next is the negation form in the past tense.

Usually in the present used (do not) or (does not) but in the past tense generally used didn't (did not). Such as: I don't telephone you every day become I didn't telephone you every day. The last one is short answer in the simple past tense show the use of auxiliary didn't (did not) in the simple past tense short question answer. For example: did you telephone me last week? Yes, I did (its

mean Rangga telephoned his mother last week) or no, I didn't (Rangga didn't his mother last week).

Thereafter, the next kind verb is Irregular verb. The Irregular verb has four parts, in the form simple past tense use formulate was/were. For example: I was at school last day and you were in the hospital yesterday. Second, generally used to be as question for instance: they were students at junior high school become were they students at junior high school?.

Third, simple past used wasn't (was not) or weren't (were not) in negative forms. Example: *they were students at junior high school* become *they weren't student at junior high school* or *he was students at junior high school* become *he wasn't students at junior high school*. The last is sort answer forms set before sentence simple past tense. Such as: were you students at junior high school? Yes, I was or No, I wasn't.

The auxiliary verb **did** is not conjugated. It is the same for all persons (I did, you did, he did etc). And the base form and past form do not change. Look at these examples with the main verbs **go** and **work**:

Figure 2.7: the nominal past tense form

	Subject	main verb		
+	I, he/she/it	Was		Here.
	You, we, they	Were		in London.
-	I, he/she/it	Was	not	There.
	You, we, they	Were	not	Happy.
	Was	I, he/she/it		Right?

?	Were	you, we, they		Late?
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Source: English grammar test

Nominal Sentence

The singular verb used on singular subjects (such as I, she, he, it, Aisah, and the cat) except "you," instead of plural verbs are used in plural subjects (like you, they, we, Rizky and Sandri, and the birds).

Affirmative: S+Tobe (was,were)+O+Adv

You were student at Islamic University of Riau

My sister was smart in English Language

My brother was production cake

Negative: S+Tobe+Not+O+Adv

You were not student at Islamic University of Riau

My sister was not smart in English Language

My brother was not production cake

Interrogative: Tobe+S+O+Adv

Were you student at Islamic University of Riau?

Was my sister smart in English Language?

Was my brother production cake?

The generally simple past tense is a tense that describe term is done, term has meaning "time" (Lyons: 1995). In the simple past tense sentence, usually mentioned also the time when an event occurred, as follows

Yesterday	The day before yesterday
Yesterday morning	Yesterday evening
Last night	Last week
Last year	In 1988
In April 2009	On November
A year ago	A few minutes ago
A week later	A long time ago

2.6 Declarative and Procedural Knowledge

Declarative knowledge can be defined as creating knowledge in student's mind about grammar rule or pattern. In short, teacher should make sure the students understand about the pattern they learn. Teachers can use their technique preference to do that purposes.

Along the lines of it, Bialystok (1978) affirm that declarative knowledge is student's understanding about the whole knowing fact about language and student's intelligence to inform those facts. Declarative Knowledge is knowledge of what. Then, Procedural Knowledge is about the students' direct utilization of 19 linguistics knowledge to make responses of the target language. Procedural Knowledge is knowledge about how. Both procedural and Declarative knowledge are controlled, Bialystok (1979) assume that automatic rules could be presented in procedural knowledge, whereas the structural rules, which are not under certain control, could be put in declarative knowledge.

2.7 Relevance Studies

There are some studies that have some similarities with this research, they are:

Septiani in her research (2014) about "The Correlation between Grammar Mastery and Writing Ability" The aim of this research is to see about significant Correlation between Grammar Mastery and Writing Ability at the 6th of English Education (EED) students of UIN Jakarta. The research used quantitative research. The researcher collected the data with documentation of students writing

scores and and grammar test. The output of research is the students who has minimum score of grammar it does not mean show the students also get lack achievement in writing.

Then, Arba'in (2011) in his research about "Improving Students Simple Present Tense Mastery Through Task-Based Approach", this research has purposed to answer about students interesting in grammatical specifically tense. His research used qualitative-quantitative classroom action research. The research applied pre-test and post-test to show the data of the improvement of the students. The result of the research is the task-based approach is one of the suitable methods in teaching grammar.

The last one, Saraswati (2015) in her research about "The Use of Board Game to improve Students' Grammar Mastery" the goal is to improve ability students and make the students like and interesting with grammar subject with learns by game. The research used Classroom Action research (CAR). The students make three cycle, and each cycle contain two meeting, it mean every students has apportunity to improve their grammar with board game. So, used board game in teaching grammar can improve ability and students understanding in grammatical mastery.

In conclusion, the previous studies discuss about grammar in English language study. The researchers were applied in some methods, such as action, and experimental, research design. Then, this research will be done in quantitative research method design to analyze the grammatical mastery of simple present tense and past tense.



Dokumen ini adalah Arsip Milik :

Perpustakaan Universitas Islam Riau