CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher focuses on review of related literatures that used as the theoretical background and previous studies which related to the research. The review of related literatures is described as follows;

A. REVIEW OF RELATED LITERATURE

1. English Grammar Learning

a. Definition of English grammar

Grammar has many definitions that given by grammarians. There are some definitions which have same opinion. Among other, English grammar is a science that teaches about manner to speaks, read and write and make with composed English sentence truly. According to Richards, Platt and Weber in Nunan (2005:2) grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentence in the language. It means that grammar is seen as important part of the language and it is used to make and control the sentences correctly. As harmed had defined that Grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey"[23]. Further, he had also pointed out that:

> "Grammar is the way in which words change themselves and group together to make sentences. The grammar of language is what happens to words when they become plural or negative, or what order is

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[23] Scott Thornburry, *How to Teach Grammar*, (Malaysia: Longman, 2004), 6 th Ed, p. 13.

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*used when we make question or join
two clauses to make one sentence."*

It means that grammar is set of important rules to make sentences, from the words change until combine some words in order to make the meaningful sentences.

Meanwhile, according to Murcia and Hilles, they point out that grammar is a subset of the rules which given the con guration that the morphology and syntax of a language assume. These rule a part of what is "known" automatically by all native speakers of language, in fact they do not exist outside of native speakers."[24] It means grammar is set of rules which related with the morphology and syntax of language and its rules exist in the individual brains of native speakers.

From the point of view related to the definition of grammar above it can be conclude that grammar is subset of rules which is very important part of language and the function is to control and organize sentences correctly. The knowledge of grammar also gain automatically and familiar with the native speakers of language.

b.The important of grammar

Grammar is very important within the English since it is in effect of the language itself. By using incorrect grammar such uses of verb tenses, word order, subordinating clauses, passive voice and impersonal constructions will obscure the text's meaning[25]. It means that you are not able to communicate effectively and the person who is reading your work may be quite confused to your meaning. The study of grammar is very often connected to rules of. "When we write, we build written structures, using words as our materials in writing. Our language is functional, constructed

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[24] Marianne Celce-Murcia and Sharon Hilles, Techniques and Resources in Teaching Grammar, (Oxford: Oxford University Press, 1988). p. 16
[25] Hinkle, E., *Teaching Academic ESL Writing. Practical Techniques in Vocabulary and Grammar* (Mahwah, New Jersey: Lawrence Elbaum Associate,2004), 24.

from the world around us and refined by corrections"[26] It is similar when we want to construct a building. Before it, we need to know the materials that will be used. In writing it is often the same, grammar here is the kind of materials to make a well composition and sentences correctly.

Often the learners think that grammar is the main problem of English and the most difficult. It becomes the most difficult part in learning English for students especially for ESL students because it talks and studies how to arrange and combine sentences in order to understand the meaning as intended by the user. It is not hard to understand how this opinion is formed. It based on from some sources. "Grammar is what most learners think language is. If there is a problem with learning the language, then it must indicate a need for more grammar"[27] "Grammar is informed by the theoretical and methodological framework of functional"[28] which is sentence, word formation, the use of be and tense including in it. In the effect, grammar is the way in which sentences are structured and the language is formatted [29], so it may be considered a bit boring to study correct grammar, it really waste the time and effort because to know the grammar well we need a deep comprehension. In other side, if you don't know the rules of English grammar, then you will never be able to communicate clearly and effectively in English.

According by Muftah & Rafic-Galea, grammatical knowledge, tenses be specific, is the most critical and difficult part for ESL learners to master. The learners do not realize the error that they make and are unable to make corrections by themselves. The reason is based on the Cao, Zhuang Xin, and Mourssi, "this is because many L1 languages do not have tenses". Therefore, they believe that

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[26] D.L Hirai, et.al., *Academic Language/Literacy Strategies for Adolescents* (New York: Routledge, 2010), 97.

[27] Wajnryb, R. *Grammar Dictation* (Hong Kong: Oxford University, 1990). p.13

[28] B. Kortmann, et.al., *A Comparative grammar of British English Dialects*. (Berlin: Division of Walter de Gruyter GmbH & Co. KG, 2005) p.1

[29] D.L Hirai, et.al., *Academic Language/Literacy Strategies for Adolescents* (New York: Routledge, 2010), 97

mastering the English language begins by mastering the use of the English tenses. Tense is a grammar component that enables learners to locate a situation in time. They are in the form of the present, past and future tense. In the English language, tenses are important because they give information on the time a verb occurs.

From the explanation above, it seems that grammar is very important role in English learning especially to make meaningful sentence correctly. The sentences are acceptable if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good manner. Good mastery in grammar will enable students to express information, feeling and ideas in their thought to others. It can be said that communication will fail if students doesn't master the grammar because of communication cannot be reached and there is no message that got by the students each other.

c. Students' obstacles in learning grammar

"Grammar is informed by the theoretical and methodological framework of functional" [30] which is sentence, word formation, the use of be and tense including in it. In the effect, grammar is the way in which sentences are structured and the language is formatted [31] so it may be considered a bit boring to study correct grammar, it really waste the time and effort because to know the grammar well we need a deep comprehension. Generally, the students at level of Junior High School which still including in playing-age children. It means that motivate to mastering a lesson not fully yet they have.

From the result of observation by Ahmad Jamaludin Malik, in SMP Islam Siti Sulaecha, Demak, had proven that

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[30] B. Kortmann, et.al., *A Comparative grammar of British English Dialects*. (Berlin: Division of Walter de Gruyter GmbH & Co. KG, 2005) p.1
[31] D.L Hirai, et.al., *Academic Language/Literacy Strategies for Adolescents* (New York: Routledge, 2010), 97

grammar was less enthused by a big amount of students[32] and also according on the result of observation by Istirokhah in SLTP NU 04 Sunan Abinowo Kendal, it showed that some of students have difficulties in grammar[33]. They have less motivation in learning activity because teaching learning process is not satisfied. From confession of some students said that English is too complicated and it is bewildering for them. This matter can be caused by language structure/grammar in English has significance difference compared to Bahasa Indonesia that representing as their first language. So, it is better for teacher able to give motivation support to the students to improving their interest to study English and one of the strategies is transfer their motive to something that makes them enjoys and interested. The teacher can use techniques that appropriate with the material and can help the students understand about the material. Besides use the appropriate techniques, the teachers also can use some media that make students interest to study and understand the material easily.

d. Students' difficulties in grammar

However, there are some problems faced by the students. Most students get bad mark, especially in grammar. Grammar is the most common problem faced by students when they learn English[34]. "Students whose first language is not English often have significant difficulties with some aspects of English grammar that are distinct from the problems that native English speakers have"[35]. There are many aspect of grammar that may difficult for students. One

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[32] Ahmad Jamaludin Malik, Degree of Bachelor Education: "Improving Students' Interest in Simple Past Tense Class through Game". (Demak: Walisongo State Institute for Islamic Studies Semarang).

[33] Istirokhah, Degree of Bachelor Education: "Improving Students' Understanding on Simple Past Tense through Song". (Kendal: Walisongo State Institute For Islamic Studies Semarang).

[34] H. Douglas Brown, *Principle of language learning and teaching, 5th edition*. (Francisco university: pearson Education , 2007) p. 41

[35] Caroline Coffin, et.al., *Teaching Academic Writing* (New York: Routledge, 2003) p.32

of the grammar aspects is tense. "Much earlier research has demonstrated that, in general, English tenses are often difficult for L2 learners to use appropriately"[36]. When we talk tense in grammar, there are 16 tenses, each tense has own function to describe events by time changing. Because of various tenses it might confuse learners in use. In the tenses shifting, there are elements that students need to pay more attention and need to understand. They are verb changing, the use of appropriate to be, auxiliary, and linking verb.

The mistakes in the use of tenses are familiar problems in L2 learners[37]. One of the tenses which always become the problem of Indonesian learners is simple past tense[38]. This is tense that many taught in schools, starting from elementary school, junior high school till the senior high school, this subject also including in the curriculum. In this tense the student will face verb shifting in past participle form, further more in the irregular verb, the past participle is quite different from infinitive. The problem may because Indonesian language does not have the past form of the verbs such in English. The past participle (English verb in past form and sometimes Verb 2) is formed by all of the verbs in English. The verb itself is divided into two forms that is regular and irregular verb. To forming the regular verbs we only attach suffix "-d" or "*-ed"* at the end of infinitive, but in irregular we cannot attach the suffix to forming past participle such in regular verbs. This is because the infinitive and past participle form is quite different in spelling[39]. For that, there is no pattern that we can use to form it. It means that every learners need to memorize all the words.

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[36] Hinkle, E. *Teaching Academic ESL Writing. Practical Techniques in Vocabulary and Grammar* (Mahwah, New Jersey: Lawrence Elbaum Associate, 2004) p.134
[37] *Ibid.,*
[38] Rizkianto, "INVESTIGATING STUDENTS' DIFFICULTIES IN WRITING USING SIMPLE PAST TENSE". WKS: Studies on English Language and Education. Volume 1, Number 1, September 2014, 2356-3052
[39] Rizkianto, "INVESTIGATING STUDENTS' DIFFICULTIES IN WRITING USING SIMPLE PAST TENSE". WKS: Studies on English Language and Education. Volume 1, Number 1, September 2014, 2356-3052

There are some previous studies support that simple past tense is one of the difficult tenses that faced by students, Manokaran, Ramalingan & Adriana studied on the use of past tense of Malaysian learners. The research identified seven types of mistakes made by the students in their writing which are tense shifting, agreement, missing auxiliary be, wrong verb form, addition and mis-formation and misordering. The participants also found difficulty in applying the correct tense to the verbs in their sentences[40] Pratami studied on improving students' grammar proficiency of simple past tense in writing, the research also showed that the participants didn't know how to form regular and irregular verb[41]. Widiastuti studied on the difficulties in mastering the simple past tense, the research found that students' had difficulties on the use of auxiliaries, adverbial, the agreement between subject and verbs, negative form and interrogative form, and the use of regular and irregular verb.[42]

e. Simple past tense

According to Faidal Rahman, past tense is one of tenses that show events in the last time, activity act, and the change and or activity that is done at the last time in the simple form and also known the time of event or the activity happened.[43] Furthermore, simple past tense refers to a complete on activity or state that happened or that was true at a certain period of times in the past. It can be defined that simple past used to express activity or action that happened.

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[40] Manokaran, J., Ramalingan, C., & Adriana, K, "A Corpus-Based Study on the Use of Past Tense Auxiliary 'Be' in Argumentative Essays of Malaysian ESL Learners". *Journal of English Language Teaching*. Vol.6 No.10: 2016.

[41] Pratami, A.S, A Thesis of Bachelor : "*Improving the Eight Grade Students' Grammar Profiency of Simle Past Tense*" (Yogyakarta: Sanata Dharma University Yogyakarta, 2008)

[42] Widiastuti, P, A Thesis of Bachelor: "*A study on the difficulties in mastering the simple present tense and simple past tense among the third grade students of SLTP Kanisius Bambanglipuro Bantul Yogyakarta*" (Yogyakarta: Sanata Dharma University Yogyakarta, 2003)

[43] A. Faidlal Rahman, *Op. Cit.*, p.270

1) The form of simple past tense

Generally, simple past tense is formed by adding *–d or –ed* for regular verbs and for irregular verbs is formed with irregular ways. It is often accompanied by such explanations of definite past time as yesterday, last week, two hours ago, this morning and irregular verbs which must be learned and memorize in this case. So the students must memorize irregular verbs. From the explanation above, the form of simple past tenses are:

Form of simple past tense: Verb

Positive form   : Subject + Verb$_{2\ (-d/-ed)}$ + Object

Negative form   : Subject + didn't + V$_1$ + Object

Interrogative form: Did + Subject + V$_1$ + Object?

Form of simple past tense: Non-Verb

Positive form   : Subject + was/were + non-verb

Negative form   : Subject + was/were + not + non- verb

Interrogative form   : Was/were + Subject + non-verb?

2) Time signal of simple past tense

Common time expressions that are used the simple past tense includes yesterday, ago, last week, last month, for three years, etc.

3) The use of simple past tense

Simple past tense has some uses or function. Generally, the use of simple past tense is to express an action or event happened in the past. The use of simple past tenses as bellow:

A definite single complete event/action in the past
Example: I attended a meeting of that committee last week.

Habitual or repeated action/event in the past
Example: It snowed every weekend last winter.

Duration of an event completed in the past
Example: He in New York for thirty years old and the he decided to turn to France.

2. The Method of Teaching Grammar

Teaching of grammar is a debatable topic in language learning. Different expert have given different opinion about teaching of grammar. According to Dr. Sweet "Grammar is not a code of rules, it can be defined that the language cannot be learnt without studying of grammar of the language.[44] According to Chapman:

> *"Grammar is a study of language by specialist, made in order to establish the rules and principles which underline the correct speech and writing, rules and principles which are followed more or less unconsciously by the native speakers."*

Thus a grammar is a description of the rules that govern how a language' sentence are formed. For this definition, it can be defined that grammar is important in language learning, especially in making sentence. Teaching Grammar is using a language book, learning about parts of speech and doing language exercise such as diagramming sentences. Now grammar is usually taught with writing and it is taught through mini-lessons. In teaching grammar, there are some methods that based on some sources. Based on the Dr. M. F Patel and Praveen M. Jain in their book, there are three method: Deductive (use a grammar textbook, tells students rule and give explanation with help of example), Inductive (the students learn concept and theory in the last) and inductive deductive (combination between inductive and deductive

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[44] Dr. M.E Patel – Praveen M. Jain, *English language Teaching* (Vaishali Nagar: Sunrise Publisher & Distributors ,2008), E-566.

method but the students doesn't forces to cram the rules.[45] Then, based on the Scott Thornbury, in his book "How to Teach Grammar, there are two practical approaches that follow: The E- Factors: Efficiency = economy, ease, and efficacy (the explanation from teacher is the shorter the better and more pay attention in condition of learning) and The A - Factor: Appropriacy (disposed in belief, attitude and values of learners in the class)[46].

From the point of view related to the method of teaching grammar above it can be conclude that some of methods based on the some sources have similarity. Those are can be conclude in some methods, they are:

a. Deductive method

In deductive method the teachers uses a grammar text book, tells the students rules or definition and explains those with help of example. Then, gives exercise and ask the students to apply the rules.

b. Inductive method

In inductive method the teacher first presents or takes the example from the students then comes on theory or concept. Inductive method is based on the theory "From example to generalization". So it is very useful in class room teaching but not appropriate in crowded classroom. The E- Factors: Efficiency has same rules with inductive method. It explains theory of grammar in the last after students try and analyze from example.

c. Inductive deductive method

This method can remove the limitation of both the above methods. The teacher following this method will first present the examples before his students then will explain them or analyses them. Then he will try to see that pupil draw some conclusion and then teacher will give the rules. But here the teacher does not stop. He

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[45] Dr. M.E Patel – Praveen M. Jain, *English language Teaching* (Vaishali Nagar: Sunrise Publisher & Distributors ,2008), E-566.

[46] Scott Thornbury, *How to Teach Grammar,* (UK: Bluestone Press, 2006), p. 25 – 26

then gives new examples and ask his pupil to verify the rules.

This method of teaching grammar proves very successful and advantageous as it become practical, real and scientific. It proves very successful because it is very psychological following all the accepted maxims of teaching and the pupil are not forces to cram the rules.

d. The A - Factor: appropriacy

No class of learners is the same: not only in their needs, interests, levels and goals to vary, but their beliefs, attitudes, and values will be different too. Any classroom activity must be evaluated not only according to criteria of efficiency, but also of appropriate.

Whatever methods applied in grammar class, the main goal of teaching grammar is student can understand and interest about the material that deliver by the teacher and can apply those materials in true context.

3. Media to Teach Grammar

a. Definition of media

Media is any kind of format, things used to convey information[47]. Gerlach and Ely state that media is any person, material or event that establishes conditions which learners or students to acquire knowledge, skill and attitude.[48] Every medium is a means to an end or to a goal, for example in this study the writer uses Timeline to teach grammar especially simple past tense. From these, media can be defined that the kind of substance that are used by the teacher to teach grammar in the class and help the students easier to understand the lesson.

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[47] Types of Media, retrieved from http://oasis.fiu.edu./ch8/ch8page3.htm (Accessed on March 14th 2017).
[48] Gerlach and Ely, *Teaching and Media a Systematic Approach,* (New York: Prentice-hall,Inc,1980),p. 241.

From explanation about definition of media above, it can be conclude that media are kind of substances that are used by the teacher in teaching and learning process. In using media in teaching and learning process can support the presentation of the lesson. Media give motivation for students to be more interested in learning process, especially in learning grammar. The students are able to the message betters and easier as the lesson are presented in a certain way.

b. The function and classification of media in learning grammar

In teaching of grammar, media have important role. Media give motivation for students to be more interested in learning. The students are able to understand the message better as the materials are presented and easier to get the materials. Media provide various kinds of teaching methods and technique, so learners are not bored with the monotonous teaching and learning process. According to Hamalik, "the function of media is to arouse the students' interest and their motivation in learning"[49]. There are four functions of media:

1) Attention function

In attention function, visual media can attract and point at students' attention to concentrate on what they learn.

2) Affective function

Visual media makes students more enjoyable and comfortable during the learning process. Pictures and symbols in visual media can arouse their emotion and attitude

3) Cognitive function

Pictures and symbols in visual media can facilitate students' understanding on the information they get in the pictures.

4) Compensatoris function

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[49] Azhar Arsyad, *Media Pembelajaran,* p. 15.

> The function of visual media accommodates the low students in receiving and understanding the lesson which is served by texts.

There are some classification from based on some source. Gerlach and Elly classify several media of teaching in six general categories. They are: Still picture (consist of photographs of any object), audio recording (made are magnetic tape, disc, and motion picture sound track), motion picture (a moving image in color or black and white produced from live action or from graphic representations), television (includes all types of audio video electronic distribution system) , real things, simulation, and models (includes people, events, objects and demonstrations) and programmed and computers-assisted instruction (programs are sequences of information (verbal, visual, audio) which are designed to elicit predetermined responses). Whereas according the Oemar Hamalik states that media for teaching language can be classified into: Games, visual media, such as picture, chart, photo, poster, globe, graphs, timeline, and cartoon, Audio media, such as radio and recorder in cassette and audio-visual, such as television, video, film that produces sounds and picture.

From the explanation of the classified of media for teaching grammar above, the writer concludes that media are classified into audio media, visual media and audio visual media.

1) Audio visual is teaching media which is related to sense of sound, such as radio, tape recording.
2) Visual media is teaching media which is related to sense of view, such as picture, chart, timeline and image.
3) Audio visual media is teaching media which is related to sense of view and sound, such as television, film, and video.
4) Real things, Simulation and Models
   This category includes people, events, objects and demonstrations. Real thing, as contrasted with other media, are not substitutes for the actual object or event. They are in fact, life itself, often in its natural setting. Simulation is the replication of real situations, which has

been designed top, be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion picture can be used for simulation. A model is replica or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.

4.   Timeline as Visual Media in Teaching Grammar

a.   Definition of timeline

Timeline are diagram that illustrate the reference of time made by given a piece of language. They are used to show how a particular language item (often a verb in a particular tense and aspect) places particular events or situation in time and in relation to other events.[50] According to workman, timelines are line and drawings that provide a visual representation of different verb forms, showing when things happen or are happening in the present, past or future[51]. In English, this reference to time is commonly described by the verb, in its various tenses and aspects. Unfortunately, when learning a language, it is at time difficult to understand the concepts that are given as explanation. When demonstrating how we use tenses and structures to refer to or talk about the past, present and future, it can help to illustrate these time references by drawing timelines.[52]

b.   The use of timeline

Timeline can be used in some areas, for example: timeline is extremely important metric for anyone else managing a team, a project or a portfolio of project and also in education, especially in learning teaching and learning process. In target process, timeline can help to

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[50] http://www.teachingenglish.org.uk/article/timelines access at March 14, 2015
[51] Workman. *Concept Questions and TimeLines* (Gem Pulishing, 2008) p.4
[52] Nguyen Thanh Huy, "Using Timelines and Concept Questions In Teaching Present Tenses - A Theoretical Research". *International Journal of Multidisciplinary Academic Research.* Vol. 4, No. 3, 2016, ISSN 2309-3218

visualize time related metric, spot potential delays before they happen and synchronize project and teams with important deadlines. In education timeline is one of the visual media that can help the students in teaching and learning process. A timeline icon was chosen to represent grammar because it is a simple, clear indicator of chronological order (using left ➔ right as an indicator of time passing), and visually easy to remember. Based on Gareth Rees, timeline has some usefulness.[53] They are:

1) Timeline strategy can simplify linguistic explanation, it also facilities students to identify the use of right tenses. Timeline help students to reinforce the understanding of a concept in a text so they can have illustrated the differences between verb forms and other language items.

2) Timeline strategy can help students with visual learning style. Moreover, timeline strategy provides a references point for students and encourages the awareness of how language refers to time in different ways.

Besides some usefulness of timeline, they are some benefit in teaching learning process[54]:

1) An opportunity to sort out the main events, and their sequences, without the added effort putting on them into sentences

2) An overview of all the events, in clear chronological order, so the author knows exactly how much he or she has to cover (and doesn't get stuck on the bus)

3) An opportunity to consider how to divide the information into paragraph before beginning to write

4) An opportunity to decide whether to follow a linear chronological structure or to adapt the time sequences

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[53] Palmer Sue, How to Teach Writing Across The Curriculum: Ages 6-8, Routledge, New York, 2011. Pg. 9

[54] National Literacy Strategy., *National Literacy Strategy. Grammar 3, Grammar 3,* (S.l.: s.n., 2002).

for effect, e.g : starting with a key event in a biography.

From the explanation above, it can be concluded that timelines are a great way to illustrate tenses and time expressions. It helps the students to understand how they use tenses and structures easily and correctly. Timeline provide students to add the picture so they more creative and interest to learn grammar. Timeline includes the visual aid or media. Visual media is related to sense of view, so it help the students understand and remember concept more easily. When we present a concept using a visual aid, we are giving our students something they can associate with that concept. Later, when they try to do it, they have to do is bring up the image you used.

c. The kind of timeline

Actually, the set rules of timeline are simple. There are several types of timelines a teacher can choose, depending on the grade, area of study in social studies and needs of students[55]:

1) Horizontal

This timeline is simple timeline. In this timeline, the line of timeline only one it is from left to right.

2) Vertical

This timeline also is simple timeline, the line of timeline only one and different from horizontal. It is from bottom to top.

3) Illustrated

In this timeline provide students or creator adds the picture. The students can add picture appropriate with the event or action. So it make the timeline becomes interest and the students more easy to memorize the event.

4) Table top timelines

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[55] Cox Carole, Literature-Based Teaching in the Content Areas, Sage Publications, Inc, 2011, 88

It similar with the illustrated timelines, the students can give additional information to make the timeline becomes interest. Table top timelines provide students add objects, artifacts, photographs in frames. In this timeline used to a timeline on a table or counter in a classroom.

5) Circles

The shape of this timeline is circle, so the studnts can use this timeline becomes a clock or represent an activity. for example explain their daily activity.

6) Computer generated

This timeline can be called as modern timeline, because it uses Word, Excel, or PowerPoint, adding information to create a personal or historical timeline.

7) Map

This timeline provides students to put a timeline directly on a map to show both distance, place, and time on a Journey oe activity.

8) Parallel timelines

This timeline puts a student's life on the left and world events on the right

9) Living timelines

This timeline uses the walls or floor of the room. To make the line the students can use length of butcher paper. The students directly represent historical events and then tell for other studentsof the class.

A timeline icon was chosen to represent grammar because it is a simple, clear indicator of chronological order (using left ➔ right as an indicator of time passing), and visually easy to remember[56]. According National Literacy Strategy, timeline is divided into the past and future.[57]

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[56] Palmer Sue, How to Teach Writing Across The Curriculum: Ages 6-8, Routledge, New York, 2011. Pg.

[57] National Literacy Strategy., *National Literacy Strategy. Grammar 3, Grammar 3,* (S.l.: s.n., 2002).
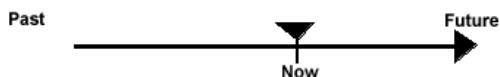
The explanation of the picture above is the basic of horizontal line represents the basic line of time. The left end of the line is the first point in time. The right end is the final point in time. Thus, time is deemed to move forwards as the line moves from the left to right. This line is usually marked with a point that represents now. The following is summary of the common symbols that used in timeline:

Symbols used on timelines a single action	**X**	Means that only one activity
A repeated action or habit	**X X X X X**	Means that the activity does in many times or repaeat activity. Such as habitual action
A permanent state or situation	⎯⎯⎯	Shows about the permanen situation
A temporary state, situation or repeated/continuous action	∿∿∿	Shows that the activity is ongoing.
Exact time of event is unknown	**? ? ? ?**	Means that the activity doesn't have specific point in time .
A period in time	↓	Shows about the exact time of activity.
A point in time	⊢⎯⊣	Shows about the limit time of the activity.

d. Using timeline in teaching grammar

Timelines are a great way to illustrate tenses and time expressions. It used to show how a particular language item (often a verb in a particular tense and aspect) places

particular events or situations in time and in relation to other events.[58] It means that timeline can help the students to understand how they use tenses and structures easily and correctly. Timeline provide students to add the picture so they more creative and interest to learn grammar. Timeline includes the visual aid or media. Visual media is related to sense of view, so it help the students understand and remember concept more easily. When we present a concept using a visual aid, we are giving our students something they can associate with that concept.

Actually all of tumeline kind can be used in learning tenses. The using of timeline depending on grade, area of study and students need, here the study uses simple timeline, such as horizontal and illustrated. It choosen because appropite with the grade of stduents, Junior High School. Thus, the students need a simple timeline at the beginning. After the students understand ang know about timeline, the teacher can apply the other timeline for students.

The Example of using timeline in teaching grammar, especially in teaching tenses:

1) I go to school at six o'clock every day.

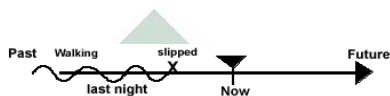The crosses are used to show that activity is habitual action

2) She saw the movie yesterday

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[58] http://www.teachingenglish.org.uk/article/timelines access at March 14, 2017

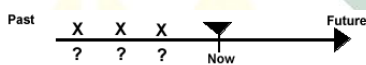A cross is used to show that activity is only one or single in past

3) Last night, I was walking home and when I slipped on the icy path

A wavy line is used to show that the activity is ongoing but in past

4) I have been to Jakarta, Bandung and Bogor

A curved line with question mark is used to show that activity doesn't have a specific point in time.

Timeline also provide students to add the picture and the color. One way to show the progression is to take the color page for each week's lesson and continually add a picture each week and do 1 – 2 sentence review of each picture. This way the children can memorize and see the order that things are happening.
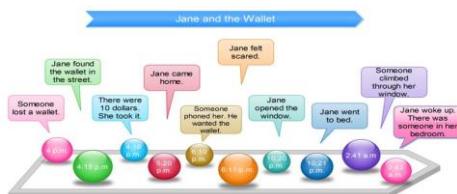
5. ARCS Model of Motivation Design

ARCS models of motivation is one of motivation design which analyzing the motivational characteristic of learners. The ARCS model uses for improving the motivational appeal of instructional material, it was created by John M. Keller rooted in analyzing the motivational characteristics of learners.[59] This theory is a problem solving approach to design the motivational aspects of learning environment to stimulate and sustain students' motivation in to learn.[60] The ARCS models of motivation was developed in response to a desire to find more effective ways of understanding the major influences on the motivation to learn and for systematic ways of identifying and solving problem with learning motivation. It can be say that ARCS models of motivation developed and used to solve the problem that related with the students' motivation to learn and it can describe what must happen during the learning process.

John M. Keller identifies four categories of conditions that must be met in order for a learner to be completely motivated. These categories include Attention (A), Relevance (R), Confidence (C) and Satisfaction (S). Attention refers to whether the learners' curiously is aroused and whether this arousal is sustained appropriately over time, relevance refers to the learner's perception of personal need satisfaction in relation to the instruction or whether a highly desired goal is perceived to be related to the instructional activity, Confidence refer to the perceived likelihood of success and the extent to which success is under learner control and the last is satisfaction refers to the combination of extrinsic and intrinsic motivation and whether these are compatible with the learner's anticipations. (Keller, 1983, p.395).

[59] Keller, J. M. (1984). The use of the ARCS model of motivation in teacher training. In K. Shaw & A. J. Trott (Eds.), Aspects of Educational Technology Volume XVII: staff Development and Career Updating. London: Kogan Page.
[60] Keller, J. M. (1987). Development and use of the ARCS model of motivational design. Journal of Instructional Development, 10(3), 2-10.

Attention

Attention is the first element of Keller's ARCS model and the element that sets the motivational tone for the remainder of the instruction. Gagne and Driscoll explained that there are there actions that can be used to enhance the learner's attention. They are varying the appearance or sound of instructional materials, use concrete example for every abstraction, and surprise the learners with novelty and incongruity.[61] They use these action in the classroom is to avoid designing instruction that becomes predictable for the learners. In Keller's ARCS models, he recommended some strategies that can be used to enhance the learner's motivation especially in the classroom (1983). The first is asking questions or making a statement that creates and unusual perspective in the mind of the learner. It can be used by the teacher to put the learner in a problem-solving mode the raises cognitive activity and also the teachers can use anecdotes to create an emotional element in what would otherwise be purely intellectual material.

The next strategy is using some material familiar for the learner that can be extended into the unfamiliar. He suggest like that because people like to learn more about the things already familiar to them, so it more be easy to enhance the learner attention in the classroom and the last strategies is using inquiry as a means of fostering epistemic curiosity. It helps the learners to develop cognitive skill by having them seek out answer to questions themselves rather than having the answer provided. For the some strategies above we can conclude that in a classroom setting, attention can be achieved by the instructor through the use of jokes, interest media, anecdotal comment, or a startling action such as slamming a book. The distance-learning designer must rely on the media used to deliver learning to gain and maintain learner attention.

Relevance

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[61] Gagné, R.M., & Driscoll, M.P. (1988). *Essentials of learning for instruction, (*2nd Ed). New Jersey. Prentice Hall.

The next of elements is relevance. Based on the John Keller suggest that the students need to feel that important personal needs are being met by the learning motivation if motivation is to be sustained over the long term. Important personal needs translate into the relevance of the current learning experience to past experiences and to what learners consider worthwhile in the future. It means that the learning must be established by using language and example that the learners are familiar. The three major strategies John keller presents are goal oriented, motive matching and familiarity. Goal oriented means how the knowledge will help the students today as well as in the future, motive matching means assess the student's needs and reasons for learning and provide choices in their learning methods that are conducive to their motives. For example the teacher allows the students to submit their final project in any format that they choose, written or audio and the last is familiarity means the instruction into the learner's experience by providing examples of that relates to the learner's work.

Confidence

The third element is confidence. Confidence element related on establishing positive expectation for achieving success among the students. The confidence level of learners is often correlated with motivation and the amount of effort put forth in reaching a performance objective. In order to develop students' confidence, it is necessary to have students experience success as well as have clearly defined expectations for what success means. Confidence element includes setting clear objectives, providing frequent opportunities for the learner to belief in their own ability to achieve, sharing meaningful feedback and allowing the students make personal choices about the content to be learned, the learning objectives as well as the instructional activities.[62]

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[62] Shellnut, B. (1998, October 15). John Keller: A motivating influence in the Feld of instructional systems design. Retrieved from http://arcsmodel.com/pdf/Biographical%20Information.pdf

Satisfaction

The last element is satisfaction. Satisfaction involves providing learners with positive consequences for learning that include both intrinsic and extrinsic rewards. For example give intrinsic reward like give testimonials on how learning these skills helped them with subsequent projects and for extrinsic reward like give awards certificates to learners as they master the complete set of skills. The teacher should make the students feel that the content or skill learned is useful and will benefit them in their real life. The last, satisfaction assures the reward are equitable and match the level of students' achievements.

B. PREVIOUS STUDY

There are some previous studies that related with this study. The first study is done by Ulyatul Umroh entitled *Improving Students' Understanding of Simple Past Tense by Using Folktales.* The objective of this study is to describe the improvement of Folktales in simple past tense to the second grade of Marketing Major Class 2.3 SMK Nusantara, Ciputat, South Tanggerang. The writer conducts a Classroom Action Research to know the effectiveness of Folktale in improving students' understanding of simple past tense. The result of this study shows that Folktale can improve students's understanding of simple past tense.

The second study is done by Gülin yolageldili, Arda Arikan entitled Effectiveness of Using Games in Teaching Grammar to Young Learners. This study was to explore the effectiveness of using game in teaching grammar to young learners from viewpoints of Turkish EFL teachers working in primary schools. English language teachers opinion were collected through a questionnaire and the result of this study demonstrated that Turkish EFL teachers have a range of conceptions about using games in grammar teaching similar to those reported in the current literature, and this study suggest that while Turkish EFL teachers accept the effectiveness of using game in teaching grammar, they don't use games as frequently as expected in their classroom.

The next study is done by entitled *Stimulating Students' Oral Use of Simple Past Tense Through Storytelling* (A Study with 8th Grade Students on MTs Sumber Payung Bataal Barat Ganding Sumenep Madura in the Academic Year of 2009/ 2010) was done by Siti Fannah (Student Number: 053411204). Student of English Department in Walisongo State Institute For Islamic Studies. The result of the research was the mean of grammar score of experimental class (the students taught using storytelling) was 78,62 and the mean of grammar score of control class (students taught using non-storytelling) 68,79. There was difference in grammar score between students taught using storytelling and those taught using non-storytelling. It was showed by the mean of experimental class was higher than control class (78,62 > 68,79). On the other hand, the test of hypothesis using t-test formula showed the value of t-test is higher than value of t-table. The value of t-test was 3,35, while the value of t-table on α + 5% is 2.003 (3.35 > 2.003). The hypothesis was acceptable.[63]

The next study is done by entitled *Facilitating Students' Understanding on Simple Past Tense Through Simple Past Board Game* (an Experimental Research at the Seventh grade of MTs Miftahussalam Wonosalam Demak in the Academic Year of 2011/ 2012) was done by Nur Hayati (Student Number: 073411068). Student of English Department in Walisongo State Institude For Islamic Studies. The result of this research: The average was 84,78. It was higher than the average of post-test of the control class that was 76,43. The t-test result was 4,29875. It was higher than the t-table that was 1,67. Since the t-test was higher than the t-table, the hypothesis was accepted. It means that there was a significant difference in students' achievement on simple past tense between students who were taught using "simple past board game" and those who were taught using conventional learning or lecturing.[64]

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[63] Siti Fannah, (Student number: 053411204), *Stimulating Students' Oral Use of Simple Past Tense Through Storytelling (A Study with 8th GradeStudents of MTs Sumber Payung Bataal Barat Ganding Sumenep Madura in the Academic Year of 2009/ 2010)* , Student of English Education Department Program of Tarbiyah Faculty, Walisongo State Institute For Islamic Studies, 2010

[64] Nurhayati, (Student number: 073411068), *Facilitating Students' Understanding on Simple Past Tense Through Simple Past Board Game* (an Experimental Research at the Seventh grade of MTs Miftahussalam Wonosalam Demak in the Academic Year of 2011/

A research by Meizaliana (A4C006004) 2009, Linguistics Faculty, Diponegoro University, with the title*: Teaching Structure through Games to The Students of Madrasyah Aliyah Negeri 1 Kepahiang, Bengkulu.* This is an experimental research to find out the difference between Teaching English Structure (Grammar) conventionally and Using Games Technique, with posttest and pre-test procedure. The result is known from T-test be used by Meizaliana, that there is a difference of teaching grammar between both of the methods with the comparison: Teaching grammar using games, X = 41.79. While teaching grammar conventionally, X = 32.95. Then Meizaliana concluded: "It means that teaching Structure through Games is better than Teaching Structure conventionally".[65]

For some previous studies that already explain about using media and game in teaching learning language especially in teaching and learning grammar. The previous studies provide the media and game when the grammar class ongoing. The result of studies show that media and game that use can improve the students' ability, students' interest in learning grammar, especially in learning simple past tense. From those all explanation, in teaching and learning grammar will more interest and fun when the students using media, game and online tool. It will change the atmosphere in grammar class and also it helps the students to understand grammar especially tenses clearly. In this case, the writer will use timeline as visual media to improve students' grammar ability especially in simple past tenses. The writer uses observation and test and to collect the data and to know the students' improve in grammar ability the writer will compare the score of the students' test (pre-test and post- test) so the result of this research will more accurate.

2012), Student of English Education Department Program Of Tarbiyah Faculty, Walisongo State Institute For Islamic Studies, 2012

[65] .http://eprints.undip.ac.id/18150/1/MEIZALIANA.pdf, accessed on March 17 2017