#### CHAPTER II

#### REVIEW OF RELATED LITERATURE

## A. Theoritical Framework

This chapter explains several theories through reviewing some literatures related to this study. The theoritical build up as follows:

## 1. Teaching Grammar

The way to teach grammar has wide variety based on use and needs of every student's level. Penny Ur suggests four stages in teaching grammar: a) *Presentation*; b) *Isolation and explanation*; c) *Practice*; and d) *Test*.<sup>1</sup>

#### a. Presentation

Generally, in teaching grammar, the first stage is presenting the class with text in which the grammatical appears. The purpose of this stage is "to get the learners to perceive the structure—its form and meaning—in both spoken and written text and to take it into short-term memory".<sup>2</sup> By showing several texts and short dialogues as the example, the learners are able to get the meaning and the use of the structure within text. It can involve their comprehension and allow learners to have chance to personalize the rule.

## b. Isolation and explanation

This stage focuses on grammatical items: what it means, how it functions, and what rules govern it. The objective of this stage is that the

<sup>&</sup>lt;sup>1</sup> Penny Ur, *Grammar Practice Activities: A practical guide for teachers*, (Cambridge: Cambridge University Press, 2006), 7.

<sup>&</sup>lt;sup>2</sup> Ibid.

learners should comprehend these various rules of the structure. In this case, Michael Swan, author of teachers' and students' grammar, offers the following guidelines for presenting the rules. They are:

- 1) **Truth**: the rules should be true;
- 2) **Limitation & Clarity**: explaining the rules should be clearly what the limits are on the use of given form;
- 3) **Simplicity**: presenting the rules should be simple, so that the learners can understand it easily;
- 4) Familarity: an explanation should try to use a concept whis is familiar for the learners. Most learners have a familiar concept of tense (present, past, future);
- 5) Relevance: a rule should answer only for the questions that the students need answered.<sup>3</sup>

In implementing those guidelines, sometimes, the learners use their mother tongue to explain, translate, make generalizations and comprehend the materi of structure. Nonetheless, using the mother tongue still has bad effect because there was little opportunity for them to practice the target language, that is English.

Nowadays, there are many methods to teach grammar in explanation stage. Yet, learning grammar are still maximize. It can be seen from fact that many students in junior high school level are still

Michael Swan in Scott Thornbury, *How to Teach Grammar*, (London: Pearson ESL, 2000), 32.

confuse in learning process. They are confused by many grammar pattern like tenses which is needed in every aspect of skill.

## c. Practice

At this stage, a series of exercises given both in the classroom and for home assignments, whose purpose is to make the learners grasp the structure thoroughly and to transfer what they get after learning process from short-term to long-term memory.<sup>4</sup> Types of exercises must be considered based on what kind of materi that have teached.

## d. Test

Teacher holds test for learners to demonstrate and evaluate how well they mastered the material they have been learning. On only for the learners, this stage also purposed to provide feedback and to know the material which have and have not learnt for both teacher and learners. Doing test for the learners also to measure their comprehension in learning grammar. According to Arthur, the grammatical test can be applied in form of gap filling, writing items, paraphrase, completion, multiple choice, etc.<sup>5</sup> It depends on students' need and their skill level.

Meanwhile, Graham Lock also have a notion about methodological options in teaching grammar. He stated that the methods of teaching

<sup>4</sup> Penny Ur, *Grammar Practice Activities: A practical guide for teachers*, (Cambridge: Cambridge University Press, 2006), 7.

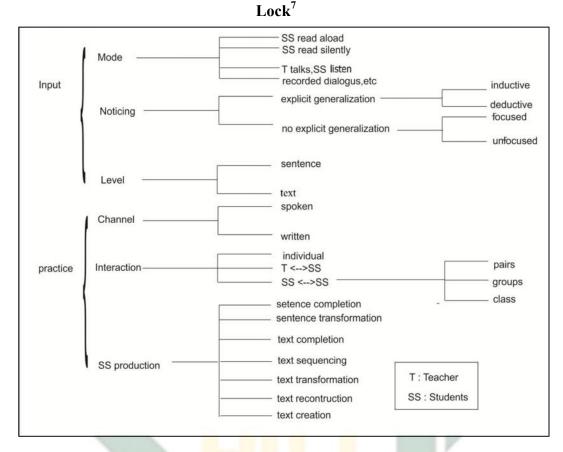
<sup>&</sup>lt;sup>5</sup> Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), 174-178.

grammar consists of two stages, those are *input* and *practice*. Input could be interpreted as the time for students to absorb all of knowledge and material guided by the instructions of the teacher. It comprises of several steps are *mode*, *noticing* and *level*. Mode step is used for warming up in the beginning of teaching and learning activity. After warming up, learners notice what they get in mode step: reading, loudly nor silently and listening from teacher or recorded dialogue. The teacher gives material such as text, short dialogues, sentences in these stages. Besides, the explanation rules about grammar also delivered by the teacher in these steps. After those steps, the last step is level. In this step, the learners practice their knowledge in term of creating sentence or text. The steps' explanation above is drawn in the chart below.

\_

<sup>&</sup>lt;sup>6</sup> Graham Lock, Functional English Grammar: An Introduction for Second Language Teachers, (Cambridge: Cambridge University Press, 1996), 270.

Chart 2.1. Some methodological options in teaching grammar by Graham



Whereas, *practice* typically involves a great deal of repetition of the grammatical feature combined with feedback on performance.<sup>8</sup> In practice stage, there were some steps called *channel*, *interaction*, and *students' production*. By teacher's guidance, students practice to measure their capabilities in comprehending material of grammar, either in spoken or written form, in group or individual. In students' production step, students

<sup>&</sup>lt;sup>7</sup> Ibid, 271.

<sup>&</sup>lt;sup>8</sup> Ibid, 273.

also practice in form of test. Kind of the test has some similarities in the test stage from Penny Ur.<sup>9</sup>

#### 2. Grammar

Basically, the mastery of the English language does not escape from the rules of grammar. According to Harmer, the grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in the language. A sentence has good meaning when it is compiled in accordance with the rules of grammar. The rules for creating sentences called tense. Tenses is plural form of tense can be explained as a set of grammatical markings which are used to relate the time of events described in a sentence to the time of the utterance itself. It can be defined as the relationship between the form of the verb and the time of the action. It means, tenses change type of verb based on the time which someone does the activity. According to time signal, tenses are divided into present, past, future, and past future.

.

<sup>&</sup>lt;sup>9</sup> For more complete about kind of grammatical practice activities, see C. Frank and Rinvolueri M., *Grammar in Action Again: Awareness Activities for Language Learning*. London: Prentice Hall, 1987.

<sup>&</sup>lt;sup>10</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), 12.

<sup>&</sup>lt;sup>11</sup> Adopted from Bahagia Tarigan. Research Thesis: "Teaching English Grammar Communicatively in an Indonesian University" (Melbourne: Victoria University, 2001), 21.

<sup>&</sup>lt;sup>12</sup> Amir Mashadi; Mehdi Haghnevis, "The Study of Structural Practice Approach vs. Awareness-Raising Approach in Teaching Verb Tenses to EFL Students". *JLSB: Journal of Life Science and Biomedicine*. Vol 2 No. 4. JLSB 2012, 148.

Whereas, based on sentence pattern, tenses are classified into *simple*, *continuous*, *perfect*, and *perfect continuous*. <sup>13</sup> Afterwards, those classifications developed into 16 tenses which are well known. As we know that, commonly, English tense can be grouped into three main tenses; *past*, *present*, and *future*. The verb 'study', for example, in "I study English subject in the calssroom" refers to present time and the verb 'study' in "I studied English subject in the classroom" refers to past time of tenses and "I will study English subject in the classroom" refers to future. These three sentences can be said to differ in term of tense.

## 3. Encoding in General

In education, teaching and learning of foreign languages need variation memorization ways. Memorization ways refer to a set of operations employed by the learners to encode the target language and to store it in their long-term memory for future retrieval. According to Wayne Weiten, encoding is explained by a concept of three key processes: encoding, storage, and retrieval. It draws an analogy between these processes and elements of information processing by computers.

<sup>&</sup>lt;sup>13</sup> Mrs. Endarti, Kuasai 16 Tenses Tanpa Guru, (Yogyakarta: Pusat Studi Bahasa, 2015), 39-40.

Chart 2.3. Three key processes in memory<sup>14</sup>

Process	Encoding	Storage	Retrieval
Definition	Involves forming a memory code	Involves maintaining encoded information in memory over time	Involves recovering information from memory stores
Analogy to	Entering data	Saving data	Calling up the
Information	through	In file on	file and
processing by	Keyboard	hard disk	displaying
a computer			data on monitor

From the chart, it elaborates encoding, is a change of information be a code transfered to the memory. For example, when the people form a memory code for a word, they might sign over to how it looks, how it sounds, or what it means. To change the information be a code, people usually requires attention. They would not recall something which they had not noticed.<sup>15</sup>

# a. Encoding in Teaching Grammar

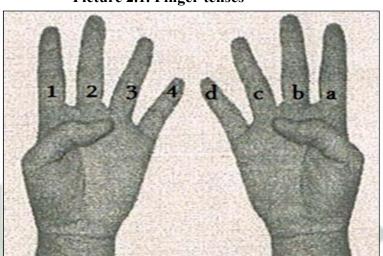
In this context, encoding technique used to improve students' ability in the term of memorising 16 tenses. These techniques give priority to the active role of students in listening, noticing, imitating, and pronounce, along use the hands and fingers as the media to memorize 16

<sup>&</sup>lt;sup>14</sup> Wayne Weiten, *Psychology: Theme & Variation*, (USA: Wadsworth Publishing Company, 2000), 195.

<sup>15</sup> Ibid.

tenses.<sup>16</sup> As mentioned in the memorization process that to be able to remember information easily, delivery of information should be in interesting ways.

The beginning step in the technique which is crusial is naming tenses by using fingers.



Picture 2.1. Finger tenses<sup>17</sup>

# Note:

Left hand:

1) Forefinger for Simple

2) Middle finger for Continuous

3) Ring finger for Perfect

4) Little finger for Perfect

Continuous

Right hand:

a) Forefinger for Present

b) Middle finger for Past

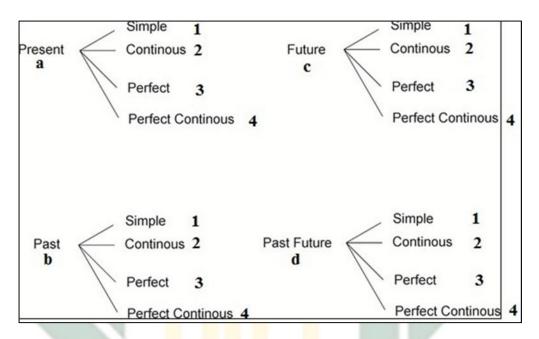
c) Ring finger for Future

d) Little finger for Past Future

<sup>&</sup>lt;sup>16</sup> Hani Sutrino, *Metode Terbaru dalam Belajar Bahasa Inggris: Pintar Jari Tenses*, (Yogyakarta: Indonesia Tera, 2014), 1.

<sup>&</sup>lt;sup>17</sup> Ibid, 2.

As seen in the picture, in this step using only four fingers left and right Hands. This technique maximizes the fingers to facilitate for arrangement of 16 tenses names. By combining the number (left hand) and the letter (right hand), the tenses names can be mention as follow:



Thereafter, by changing the rules of 16 tenses into code, it would be easier for them to memorize those rules.

Table 2.1. Auxiliaries table

	Auxiliaries	To be	Verb
Present	do / does	am / is / are	1
Past	Did	was / were	2
Future	will / shall	Be	1
Past	would / should	Be	1
Future	Would / Should		1
Perfect	have / has	Been	3
Past	Had	Been	3
Perfect		23011	

# Note: auxiliaries verb in the table only for negative and interogative sentences.

According to the table above, there are several steps in implementing encoding, those are:

# 1. Explaining auxiliaries table

Explaining the table was began by clarifying auxiliaries and *to be* that are used in making 16 tenses pattern.

## 2. Dividing 6 rows became two parts

- a. The beginning part is for present and past do not need auxiliries, unless in continuous form;
- b. The next part is for the third till sixth row use auxiliries, so in pattern arrangement is subject plus auxiliaries. For further explanation, see the table below:

Table 2.2. rules of continuous form

	Not In Continuous	In Continuous
	Form	Form
Present		
Past	S + V	S + To Be + Ving
Future		
Past Future		S + Aux + To Be +
Perfect	S + Auxiliary + V	
Past		Ving
Perfect		

The main points in continuous form must be qualified are to be and verb ing. To be which is used must be appropriate with key word of tenses name. In present continuous tense, the to be are is, am, are. So, the pattern of this tense is subject + to be (is, am, are) + verb ing. Whereas, in past continuous tense, the to be are was or were.

3. Determining the verb that is used in forming the tenses pattern is the last key word in tenses name. For instance, Future Perfect  $\rightarrow$ using V<sub>3</sub>.

After explaining encoding, students are instructed to arrange 16 tenses name along with the pattern by their own way like in the chart above.

Table 2. 3. Pattern of 16 tenses

	Present	Past	Future	Past Future
	(a)	(b)	(c)	(d)
Simple (1)	Simple Present $S + V_1 (s/es)^{18}$	Simple Past $S + V_2$	Simple Future $S + shall/will + V_1$ or $S + to be going to + V_1$	Simple Past Future $S + should/would + V_1$
Continuous (2)	Present Continuous S + is/am/are + V <sub>ing</sub>	Past Continuous S + was/were + V <sub>ing</sub>	Future Continuous S + shall/will + be + V <sub>ing</sub>	Past Future Continuous S + should/would + be + V <sub>ing</sub>
Perfect (3)	Present Perfect S + have/has + V <sub>3</sub>	Past Perfect $S + had + V_3$	Future Perfect S + will + have + V <sub>3</sub>	Past Future Perfect S + would + have + V <sub>3</sub>
Perfect	Present Perfect	Past Perfect	Future Perfect	Past Future Perfect

<sup>&</sup>lt;sup>18</sup> Using s/es after Verb is for subject he, she, and it.

Continuous	Continuous	Continuous	Continuous	Continuous
(4)	S + have/has +	S + had + been +	S + will + have +	S + would + have +
	$been + V_{ing}$	${f V_{ing}}$	$been + V_{ing}$	been + $V_{ing}$

## 4. Memorization Ability

Memorization takes significant role in in human life because it is a key of cognitive process of brain in all aspect of intelligence that is functioning based on it. According to Yingxu Wang in his research, he said that:

memorization is cognitive process of the brain at the metacognitive layer that establishes (encodes and retains) and reconstruct (retrieves and decodes) information in long-term memory.<sup>19</sup>

Encoding (Concept repres.)

Establishment process

Establishment process

Retention (LTM updating)

Establishment process

Reconstruction process

Decoding (Concept reconst.)

Retrieve (LTM search)

Chart 2.2. The process of memorization<sup>20</sup>

He also said that the memorization process envelopes encoding as knowledge representation step, retention as information storing process in Long-Term Memory (LTM), retrieve as recall step in LTM, and decoding as

<sup>&</sup>lt;sup>19</sup> Yingxu Wang, Formal Description of the Cognitive Process of Memorization, (Berlin: Verlag Berlin Heidelberg, 2009), 82.

<sup>&</sup>lt;sup>20</sup> Ibid, 89.

knowledge reformation step.<sup>21</sup> From the statement above, it can be defined that memorization ability is human ability to memorize anything what they see, what they listen, and what they learn in the real life.

Here, encoding as the way of knowledge representation. It is the first way how to transform information which is related to human background knowledge into human memory process in their brain. Delivery of information is illustrated by interesting ways that are easy to remember or can be linked to their background knowledge and the things around them. Their background knowledge make easier in transforming and also remembering the information.

Therefore, this study uses the fingers to teach 16 tenses which is named as encoding technique. This technique is used to facilitate students to absorb information about the 16 tenses easily. Each finger has each function to arrange tenses name and tenses pattern. By using their fingers in encoding stage, the memorization skill of learners will be increase to memorize the 16 tenses because it uses something they had.

In memorization ability itself, more brain is trained, memorization skill is also strong. As stated by Y. Wang in his research that memorization may need to be repeated, the longer the time spent on memorization and learning, the better the effect of memorization.<sup>22</sup> In implementing encoding

.

<sup>&</sup>lt;sup>21</sup> Ibid, 89.

<sup>&</sup>lt;sup>22</sup> Ibid, 91.

technique to teach 16 tenses, more time and learning process are needed in making students' ability to memorize sharper.

## A. Review of Previous Study

This part reviews about several previous studies conducted by other researchers that have similar focus with this study. The first previous study from research journal entitled "Numerical/Visual Elaboration of the Temporal Distance in Teaching Tense-Aspect Distinctions in English" which have conducted by Bugra Zengin. The reasearch explains that the model uses both visuals and numbers fo memory aid in novel ways. Use of numbers as visual model to represent time lines, where present and past tense are encoded with numbers, followed by the encoding of the grammar forms used in the tenses.<sup>23</sup>

The second previous study have conducted by Tong Siu Yin Annie with title "Learning English Tenses Through the Theory of Variation". The researcher studied about some teachers in Hongkong who designed the lessons in ways that allowed the students to discern, through variation, the critical features of the appropriate use of past tense and present perfect tense in descriptive texts by creating communities to discuss and share information

\_

<sup>&</sup>lt;sup>23</sup> Bugra Zengin, "Numerical/Visual Elaboration of the Temporal Distance in Teaching Tense-Aspect Distinctions in English", *World Journal of English Language*. Vol. 3 No. 3, Sciedu Press 2013, 8, retrieved on July 24, 2016 07:09.

http://www.sciedu.ca/journal/index.php/wjel/article/view/3154/1854

related to present perfect tense.<sup>24</sup> Whereas, this study is more complete on 16 tenses, not only past tense and present perfect tense.

The third previous study comes from Eka Nurul Hayat entitled "Teaching the Present Perfect Tense by Using the Game (find someone who)". The finding of the research showed that there was improvement on the students' comprehension of the present perfect tense after implementing the game in teaching grammar.<sup>25</sup> It is with this study because of using a technique to improve students comprehension, but only focused on present perfect tense through the game (Find Someone Who). Meanwhile, this study focuses on implementing encoding technique to improve students' ability in memorizing 16 tenses.

The fourth previous study is about innovative techniques to teach English grammar for rural engineering colleges students. The study entitled "Techniques of Teaching English Grammar for Technical Students in Rural Engineering Colleges" presented by M. Papinaidu and K. Prakash, explains about two innovative techniques for teaching grammar. Those are story of narration with the names of electronic gadget by using a particular tense and short film making by using different sentences. So, the particular grammar that

.

<sup>&</sup>lt;sup>24</sup> Tong Siu Yin Annie., "Learning English Tenses Through the Theory of Variation," *The Journal of Asia TEFL*. Vol. 8 No. 2, Summer 2011, 146.

<sup>&</sup>lt;sup>25</sup> Eka Nurul Hayat. Undergraduate Thesis: "Teaching the Present Perfect Tense by Using the Game (Find Someone Who) at Eight Grade Students of MTs Soebono Mantofani Jombang Ciputat". (Jakarta: UIN Syarif Hidayatullah Jakarta, 2011), 43.

<sup>&</sup>lt;sup>26</sup> M. Papinaidu; K. Prakash, "Techniques of Teaching English Grammar for Technical Students in Rural Engineering Colleges". *IMPACT: International Journal of Research in Humanities, Arts, and Literature.* Vol. 2 No. 3, Impact 2014, 104.

taught here necessary in term of engineering only. Different with this study that centre on encoding technique in teaching grammar, especially in memorizing 16 tenses.

The author of fifth previous study is Ade Sudirman entitled "The Implementation of Smart Fingers Technique in Improving Students' Tenses Mastery at 1<sup>st</sup> Semester Students of English Department of Mathla'ul Anwar University Banten". Sudirman<sup>27</sup> has done his research related to teach grammar specifically for tenses by using fingers named Smart Fingers Technique which is divided into five steps. Those are smart fingers for memorizing tenses, naming tenses, for explaining auxiliary verbs, verbs and to be usage, and the last step is called smart short tenses.<sup>28</sup> The finding of this study reveale that the implementation of the technique is helpful and easy to conduct. Not only that, but the technique can also improve students' tenses mastery, so it takes positively respond from students. In the same way, encoding technique also use fingers in composing 16 tenses names especially for verbal sentences.

The next previous study have conducted by Alfrida Arnel with title "The Use of ICT in Teaching of English Grammar". The research compared how to teach grammar without and use of ICT Information Communications Technology. Seeing the findings of the research, ICT has advantages in

<sup>&</sup>lt;sup>27</sup> He is a lecturer at English Education Department Teacher Training and Education Faculty Mathla'ul Anwar University Banten. His e-mail is *adesudirman03@gmail.com*.

<sup>&</sup>lt;sup>28</sup> Ade Sudirman, "The Implementation of Smart Fingers Technique in Improving Students' Tenses Mastery at 1<sup>st</sup> Semester Students of English Department of Mathla'ul Anwar University Banten". *JURNAL PENDIDIKAN UNSIKA*. Vol. 3 No. 2, UNSIKA 2015, 133-141.

teaching English grammar.<sup>29</sup> The students be more comfortable in learning process since the use of laptops and other electronic media, so their comprehension in learning English grammar was tended to increase. Same as this study has the objective to improve students' ability in learning English grammar. Nonetheless, these studies have tended to students' ability to memorize 16 tenses.

In term of teaching tenses method, there is another study from undergraduate thesis of Ovalina, entitled "Improving Students' Ability in Using The Simple Past Tense Through Contextual Teaching Learning (CTL) at 8<sup>th</sup> Grade Students of SMPN 17 Tangerang Selatan. This study implemented teaching simple past tense by connecting academic subject with the context of students' daily lives, that is, with context of their personal, social, and cultural circumstance.<sup>30</sup> In other word, the Contextual Teaching Learning method only focused on simple past tense, not for other tenses. Similar with this study which implement the technique in teaching tenses not only for simple past tense, but all 16 tenses in kind of verbal sentences.

Finally, the researcher summarizes that those all previous studies significantly have the similarities and differences with this research. However, those literatures influence this research as the foundation. This research focuses on implementing encoding in teaching grammar to improve student's ability in

<sup>29</sup> Alfida Arnel, *The Use of ICT in the Teaching of English Grammar*, (Sweden: Linnæus University, 2012), 3.

<sup>&</sup>lt;sup>30</sup> Ovalina. Undergraduate thesis: "Improving Students' Ability in Using The Simple Past Tense Through Contextual Teaching Learning (CTL) at 8<sup>th</sup> Grade Students of SMPN 17 Tangerang Selatan". (Jakarta: UIN Syarif Hidayatullah Jakarta, 2010), 15.

memorizing 16 tenses, particularly verbal form. In light of differentiating this research with those previous studies, the researcher states that the different focus of this research is in the subject, that is in second grade of SMPN 4 Surabaya and analyzing the effect which is appeared by the technique.

