

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theory

##### 1. Concept of Teaching English as a Foreign Language.

Language is a system of vocal sounds and combinations of such sounds to which meaning is attributed, used for the expression or the communication of thought and feeling.<sup>1</sup> Based on the explanation above, language is a tool of communication that use by many people to express their feelings, ideas, desires in order to the people can understand what they mean. Language is used many people build a good relationship each others.

English is one of more popular international foreign language that is used by many people around the world. People use it to communicate or to interact with other people in doing their daily activity life. English must be taught in order to the students are able to compete in this global era. Many of the requirements, like getting jobs and continuing study, need The English skill. In teaching English as a foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown States, teaching is showing or

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<sup>1</sup> Michael Agnes, *Webster's New World College Dictionary 4<sup>th</sup> Edition*, (New York: Wiley Publishing. 2002), p.805

helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.<sup>2</sup> It means that teacher have to make the students fell comfort and interest in studying subject by using a creative technique so the students' will focus on learning process.

Maxom states that a good EFL teacher enjoys meeting people and is interested in other languages and cultures. The most successful teachers are often the ones who can put the students at ease and who have a sense of humor. On the other hand, it's not all about personality. So, in a way, good teachers of English are also good students of their subject.<sup>3</sup>

Based on the explanation above, English is one of important language that is taught in Indonesia. In teaching English, the teacher should be able to create a comfortable class and use creative techniques so the students will be interest in learning English.

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<sup>2</sup>H. Douglas Brown, *Teaching Principle of Language and Teaching*,(San Fransisco: Practice Hall Regents. 1994), p.7

<sup>3</sup> Michelle Maxom, *Teaching English as A Foreign Language for Dummies* ,(London: John Wiley & Sons, Ltd, Chichester, West Sussex. 2009), p.22

## 2. Concept of Grammar

Richards and Schmidt define grammar as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in a language.<sup>4</sup> It usually takes into account the meanings and functions these sentences have in the overall system of the language.

Abott states in Baskervill that Grammar is the science of *letter*; hence the science of using words correctly.<sup>5</sup> It makes rules to tell us how to use words. So with grammar we will get knowledge how to do everything in English with appropriate rules. According to Pradeep to speak in a clearer and more effective manner we have to study grammar. For the person who has unconscious knowledge of grammar, it may be sufficient for simple language use. But the persons who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.<sup>6</sup> It means that the use of grammar should be consistent with the intent and purpose of grammar itself, according to user needs.

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<sup>4</sup> Jack C. Richard and R. Schmidt, *Longman Dictionary of the language and applied linguistics*. (London: Longman 2002), p.252

<sup>5</sup> W.M. Baskervill and James W. Sewell, *An English Grammar*, ( PDFBooksWorld www.pdfbooksworld.com. 2013 ), p.7

<sup>6</sup> Pradeep K. Debata, *Journal The Importance of Grammar in English Language Teaching - A Reassessment (India: Language in India www.languageinindia.com. 2013) p. 483*

Based on several definitions about grammar above, it can be concluded that grammar is not a simple because grammar requires some aspects not only grammatical, rhetorical devices, vocabulary, but also other elements as mentioned above. The grammar is one of rule that is used to an important component in the use of language which contains the rules in forming the structure of language.

### 3. Concept of Teaching Grammar

Freeman says that teaching grammar means enabling language students to use linguistic forms accurately, meaningfully, and appropriately.<sup>7</sup> This means that in order for students to overcome the inert knowledge problem and transfer what they can do in communicative practice to real communication outside of the classroom, there must be a psychological similarity between the conditions of learning and the conditions of use.

In order to develop capacity, learners need to abstract from frequently occurring exemplars. Higher-level constructs, such as schemata, prototypes, and complex constructions, emerge from the interaction of lower-level forms.

As learners master the system at an optimal level of abstraction, they are no

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<sup>7</sup> Larsen and Freeman, *English articles teaching grammar*. 2001. p.256 (available online at [http://www.uibk.ac.at/anglistik/staff/freeman/course-documents/tesfl\\_-\\_teaching\\_grammar.pdf](http://www.uibk.ac.at/anglistik/staff/freeman/course-documents/tesfl_-_teaching_grammar.pdf) , accessed on thursday, September, 15<sup>th</sup> 2015 at 11.57 PM)

longer learning only to conform to grammatical uniformity.<sup>8</sup> It means that they are acquiring a way to create and understand meaning.

Based on the explanation above, it means that grammar is fundamental concepts that cannot escape from our understanding, in order to create a perfect language concept and in accordance with the English language rules.

#### 4. Concept of Tenses

In grammar, tense is a category that expresses time reference. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns. Basic tenses found in many languages include the past, present and future. Some languages have only two distinct tenses, such as past and non-past, or future and non-future. There are also tense less languages, like Chinese, which do not have tense at all. On the other hand, some languages make finer tense distinctions, such as remote vs. recent past, or near vs. remote future.

Tense is a grammatical category that serves to locate situations in time; it is the basic grammatical category that, together with lexical and other indications of ordering in time, enables the hearer to reconstruct the temporal

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<sup>8</sup> Diane Larsen and Freeman, English article : *Teaching and Testing Grammar*, p.527  
Available online at <http://teach-grammar.com/wp-content/uploads/2012/07/Teaching-and-Testing-Grammar.pdf> (accessed on thursday, September, 16<sup>th</sup> 2015 at 2.00 PM)

relation between the speech situation and the situation described in a sentence and to reconstruct the relative order of situations described in a text.<sup>9</sup>

Expressions of tense are often closely connected with expressions of the category of aspect; sometimes what are traditionally called tenses may in modern analysis be regarded as combinations of tense with aspect. Tense may indicate whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over period of time. In learning English as a foreign language, it is very important to know the rules of tenses as part of grammar. By knowing the rules of tenses, the students are believed to be able to construct good sentences in English communication. In other words, it is believed that by mastering the tenses as one aspect in English grammatical structure, the students will be able to communicate in English correctly.

Based on the statements above tenses are important parts in grammar, where we can know the state of a condition if it is happening now, is underway, occurred in the past, or occur in the future. Grammar and tenses is a relationship that cannot be separated.

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<sup>9</sup> Keith Brown, *Encyclopedia of Language and Linguistics* (Michigan :University of Michigan Press. 1994) P. 566

## 5. Concept of Present Continuous Tense

Present continuous tense is one of tenses that is important to be mastered by the students. Wrong perception of present continuous tense will affect the students' ability in constructing or understanding present continuous tense sentences.

The formula of present continuous tense:

(S + to be (is, am, are) + Verb ing + ....)

<b>Affirmative (+)</b>	<b>Negative (-)</b>	<b>Interrogative (?)</b>
S + To Be + V1 ( ing )	S +To Be +Not +V1 (ing)	Tobe + s + V1 + ( ing )
I+ am + VI ( ing )	I+am +not +V1 (ing)	Am + I + V1 ( ing )
We + are + V1 ( ing )	We+ are+ not +V1 ( ing )	Are + we + V1 ( ing )
They + are + V1 ( ing )	They+are +not +V1(ing )	Are + They + V1 ( ing )
You + are + V1 ( ing )	You+are +not +V1 ( ing )	Are + you + V1 ( ing )
She + is + V1 ( ing )	She +is + not +V1 ( ing )	Is + she + V1 ( ing )
He + is + V1 ( ing )	He+ is +not +V1 ( ing )	Is + He+ V1 ( ing )
It + is + V1 ( ing )	It+ is +not +V1 ( ing )	Is+ It+ V1 ( ing )

### Example

1. (+) I am writing the letter now.

(-) I am not writing the letter.

(?) Am I writing the letter now?

2. (+) He is washing his clothes

(-) He is not washing clothes

(?) Is he washing clothes?

3. (+) Yulia is cooking rice.

(-) Yulia is not cooking rice.

(?) Is Yulia cooking rice?<sup>10</sup>

This tense expresses an activity that is in progress (is occurring, is happening) right now. The events is in progress at the time the speakers is saying the sentence or the Present Continuous Tense is mainly used to express the idea that something is happening at the moment of speaking, another use of the tense is to talk about what we are planning to do.

1) Positive form:

Formula: Subject + to be (am, is, are) +Verb (ing) +O / Complement

Example:

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<sup>10</sup> Raymond Murphy, *English grammar in use*, (Cambridge : Cambridge University press, 1985) p. 2



a) Silvia is learning English at the moment

b) We are having dinners

c) They are baking a cake in the kitchen

d) I am listening to the radio now.

2) Negative form:

Formula: Subject + to be + not + verb ( ing ) + O/complement

Example:

a) Silvia is not learning English at the moment

b) We are not having dinner

c) They are not baking a cake in the kitchen

d) She is not reading now.

3) Interrogative form:

Formula: to be + s + verb ( ing ) + O/ Complement ?.

Example:

a) Is Silvia learning English at the moment?

b) Are we having dinner?

c) Are they baking a cake in the kitchen?

d) Is she reading now?

According to examples above, the writer can conclude that the main form of Present Continuous Tense by using „to be + Verb- ing” as the predicate. There are kinds of to be in present Continuous tense, they are: *is*, *am* and *are*. We can use to be „is” if the subjects are she, he , and it ;and „am,” can be use if the subject is I; and then „are,” can be used if the subjects are you, we, and they.

4) Time signal/ expression:

a) Now

b) Today

c) Still

d) At Present

e) This morning

f) This afternoon

g) This evening

h) At the moment

i) This week, act.

5) Detail of formula and change of verb.

a) Basically verb form in this Present Continuous Tense [is] elementary verb form (v-1) + with addition of suffix – ing. example:

1. Study: is studying

2. Play: is playing

3. Read: reading

4. Talk: talking, act.

b) For verb-1 which end in vowel of "e", the vowel eliminated, newly [is] later then added [by] suffix – ing. Example is

1. come: is coming

2. write: is writing

3. Give: is giving, act.

c) for verb-1 which and in diphthong of "ie", alter ie become "y" is later then added [by] suffix - ing. Example is

1. die out: is dying out

2. lie: is lying

3. tie: is tying

d) For verb-1 which consists of one syllable, and stress there are consonant of final, then the consonant made to double. example is

1. stop: is stopping
2. run: is running
3. shop: is shopping
4. jog: is jogging

e) And so, do for verb-1 which consist of two syllables, and stress there are [at] last consonant, hence the consonant also has to be made to double.

Example:

1. Begin: is beginning
2. control: is controlling
3. Transfer: is transferring and act.<sup>11</sup>

Based on the statement above, it can be concluded that the students' Present Continuous Tense is tense that describe an action that occur at this time (when speaking) and something in the future.

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<sup>11</sup> Pardiyono, *Bahasa Inggris 16 Tenses*, (Yogyakarta : Andi Yogyakarta, 2007) p. 26-33.

## 6. Concept of Present Continuous Tense Mastery

Present continuous tense is one of the tenses that often use by people, with the main function to uttering something, activity that directly happened when we see at the time.<sup>12</sup> There are three functions of Present Continuous Tense, such as:

1. Present Continuous Tense often used for clarify something while we do at this time
2. We also used Present Continuous Tense for express an event that we had planned for doing in the future.
3. Use for express an event or an act temporarily.<sup>13</sup>

We used the present continuous tense action over a period of time, something that we are in the middle of now. The action has started, but it hasn't finished yet. We also use the Present Continuous Tense for a temporary routine, something that was last only a short time. (We have got builders at the office, so I'm working at home this week. They are living in a rented flat until they find somewhere to buy).<sup>14</sup>

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<sup>12</sup> Pardiyono, *English Communicative Teaching 12 Tenses Grammar Material*, (Yogyakarta : Andi Soraya. 2006 ) p. 17

<sup>13</sup> Silvester Goridus, *Panduan Penggunaan Tenses Dalam Berkomunikasi*, (Yogyakarta : Indonesia Tera. 2007) p. 21-22.

<sup>14</sup> John Eastwood, *Oxford Learner's Pocket Grammar*, (Oxford : Oxford University Press. 2008) pp. 54-55.

Present Continuous Tense essential for the students to learn because it is one of the linguistic features which is should be mastered by students when they try communicating to people. Therefore, the school has attached present continuous tense in syllabus as a subject matter that must be learn by students considering to the use importance that has been explained above.

Based on the statement above, it can be concluded that present continuous tense mastery is someone's mastery to recognize and use present continuous tense in positive, negative, and interrogative form by using the right kind of to be (is, am, are), in accordance with the subject plus V-ing and also using the time signals accurately.

### **7. Concept of Approach, Method, and Technique**

In general area of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.<sup>15</sup>

According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the

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<sup>15</sup> Harmer, *The practice of Language Teaching* (4<sup>th</sup> ed) (London: Longman, 1999), p. 78

applicability of both to pedagogical setting.<sup>16</sup> Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.<sup>17</sup> It means that approach describes how the people get the knowledge to achieve the successful in language learning.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare.<sup>18</sup>

Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.<sup>19</sup> It means that technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an approach as well. As the example when the students have produced wrong expressions, the teacher just repeat the right one. Brown

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<sup>16</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (4<sup>th</sup> ed) (New York: Longman, 2001), p.16

<sup>17</sup> Jeremy Harmer, *Op.Cit*, p.62

<sup>18</sup> *Ibid*, p.62

<sup>19</sup> Setiyadi, *Teaching English as foreign Language* , (Yogyakarta: Graha Ilmu, 2006), p.14

states that a technique also commonly referred to by other terms, any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives.<sup>20</sup>

Based on the statements above, in order to solve the problem in learning English. Snake and Ladder game are one of technique in teaching learning process. Therefore, by using this technique in learning English grammar especially Present Continuous Tense, students will have fun and relax and are not bored.

### **8. Concept of Snake and Ladder Game**

In *Science and Technology Education* book, the definition of “Snake and Ladder” is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.” This game also “can assist in developing basic arithmetic such as counting, addition and subtraction, communication, as well as Concept for which a game has been developed<sup>21</sup>.

Based on the explanation above, the writer uses Concept of the game is based on a game of Snake and Ladder that have been modified by O'Dell and Head in his *Vocabulary Games for Practice*. In that book, they state game that

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<sup>20</sup> H.Douglas Brown, *Op.Cit*, p.16

<sup>21</sup> Lowe, N. K., *Games and Toys in the Teaching of Science and Technology*, (Paris: UNESCO, 1988)



contains content on the basis of words and images that are happening, so the game can be used to approaches to learning and mastering present continuous tense. Author of the book is also inspired by the Rinvolucry in his book entitled *Grammar Games*.<sup>22</sup> So, the writer decided to use this game for mastery learning material about the present continuous tense.

In conclusion, Snake and Ladder game in this research is a kind of technique for teaching grammar, especially present continuous tense by asking the students to play the modified Snake and ladder board game by Felicity and Katie where they take turn to make a move based on the number shown on the dice, then to make a sentence in Present Continuous Tense form based on the verb word and picture provided on the board.

### **9. The Procedure of Teaching Learning Present Continuous Tense through Snake and Ladder Game**

The Snake and Ladder board game for language teaching has the same rules with a regular Snake and Ladder board game but in this game there are some modifications to make the students to be able to communicate using English.

Below are the rules of the Snake and Ladder board game quoted from O'Dell and Head in *Games for vocabulary practice- Interactive vocabulary practices* for all levels inspired from Rinvolucry in *Grammar games* book :

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<sup>22</sup> Mario Rinvolucry, *Op.Cit* , p.28

**Main activity**

1. Divide the students into groups of four or five. Give each group a copy of the board, a dice, and a set of counters.
2. Playing the game:
  - a. Students take turns to throw the dice and move their counter along the squares.
  - b. When they land on a square, they make a sentence about a student in the group using the picture and the word in the square, e.g. Marco, I am thinking something.
  - c. The writer have to decide whether the sentence is grammatically right or wrong.
  - d. If the sentence is right, they stay where they are. If it is wrong, they go back two squares.
  - e. If a student arrives on a square with a ladder, they may go up the ladder if they make a grammatically correct sentence.
  - f. If they arrive on a square with a snake's head, they go down the snake.
  - g. The winner is the first student to reach square 30.



From *Games for Vocabulary Practice* by O'Dell & Head © Cambridge University Press 2003 **PHOTOCOPIABLE**

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The contents of this board game are pictures and verbs. While playing the game, the players will find ladder and snake. The one who reaches the “Finish” square is the winner. Each pictures describe action that happening right now and there are verbs. The students have to make the sentences and change the verbs to Present Continuous Tense form. The picture is used to help the student to guess what the meaning of each verbs in the available square.

### **Materials**

Materials that needed are copies of Snake and Ladder board game, The counter can be stone, seeds, plastics counters, or buttons. The dice is a small-six cube with one to six dots on its side. The dice will decide how many steps the players will move. The game board is where the players move the counter. The track of the game consists of some squares that start from “Start” and end on “Finish”. While playing the game, the players will find ladder and snake. The one who reaches the “Finish” square is the winner.

### **Time**

40–45 minutes

## **10. The Strengths and Weaknesses of Snake and Ladder Game**

### **a. The strengths of Snake and Ladder game**

There are two advantages that can be gained through the use of Snake and Ladder Game in teaching Present continuous tense. They are, as follows:

1. Snakes and Ladders game makes the students become active at the time of teaching and learning activities in the classroom.

2. Give the positive impact on students' social intelligence that the students becomes good in team work.<sup>23</sup>

**b. The weaknesses of Snake and Ladder game**

The weakness of using Snake and Ladder Game are

1. Takes much time.
2. The students sometimes are not serious in playing the game if the teacher did not supervise them carefully.<sup>24</sup>

**11. Concept of Lecturing Technique**

Lecturing technique is among the oldest teaching technique and has been rarely use in higher education of countries. Lecturing technique is a traditional technique because this technique has used as the tool of oral communication between the teacher and the students in teaching learning process.<sup>25</sup> It means that lecturing technique is the way of delivering of the knowledge which do by the teacher by using oral explanation directly to the students.

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<sup>23</sup> Syarifah Mawaddah, L. Suhartono, Wardah, *TEACHING SPEAKING BY USING SNAKE AND LADDER GAME* English Language Education Study Program, FKIP UNTAN, Pontianak p.9 (<http://jurnal.untan.ac.id/index.php/jdpdp/article/view/10260/9935>)

<sup>24</sup> *ibid*

<sup>25</sup> Saiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2010), p.97.

Lecturing technique is oral presentation intended to present information or teach people about a particular subject, for example by a university or collage teacher.<sup>26</sup>

It means that lecturing technique is a technique to present the subject by using oral presentation at most institutions.

Based on the explanation above, it can be concluded that lecturing technique is a teaching technique where an instructor as the central. Focus on information transfers and present information for the students to learn.

## **12. The Procedures of Teaching Learning Present Continuous Tense through Lecturing Technique.**

Lecturing is the most common technique of teaching that usually used by some teachers to teach English. Stafford and Kelly state there are some steps to teach tenses using lecturing technique. Further, these are the procedures to teach present continuous tense by using lecturing technique.

1. Presenting information, in the learning process the teacher as a central for the students to get information, the teacher explains what they will learn.

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<sup>26</sup> <http://www.slideshare.net/sarathcthomas/lecturing-as-a-method-of-communication>  
(accessed on Thursday , February 18, 2016)

2. Clarifying topics and issues, the teacher tells the students what is present continuous tense by encouraging students to think about the present continuous tense.
3. The teacher asks the student to make a sentences
4. Finally, the teacher will ask the students to collect their work.<sup>27</sup>

### **13. The Strength and Weakness of Lecturing Technique**

#### **a. The Strength of Lecturing Technique**

There are advantages that can be gained through the use of Lecturing Technique in teaching Present continuous tense. They are, as follows:

1. Presents factual material in direct, logical manner
2. Contains experience which inspires
3. Stimulates thinking to open discussion
4. Useful for large groups<sup>28</sup>

#### **b. The Weakness of Lecturing Technique**

The weakness of lecturing technique in teaching Present continuous tense.

They are, as follows:

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<sup>27</sup> Ken Stafford, Mavis Kelly, *An Introduction to Lecturing*, 1993. Available at <http://teaching.polyu.edu.hk/datafiles/R18.pdf> accessed (Friday, May 20, 2016)

<sup>28</sup> [https://socialwork.buffalo.edu/content/dam/socialwork/home/teaching-resources/Strengths\\_of\\_teaching\\_Methods\\_handout.pdf](https://socialwork.buffalo.edu/content/dam/socialwork/home/teaching-resources/Strengths_of_teaching_Methods_handout.pdf) accessed on April 22, 2016 at 09.05 AM

1. Experts are not always good teachers
2. Audience is passive
3. Learning is difficult to gauge
4. Communication in one way<sup>29</sup>

## **B. Frame of Thinking**

English is one of international languages that must be mastered. The people use it to interact and communicate each other. English has been taught in Indonesia since junior high school. In learning English, the students are going to learn about the four skills. They are listening, speaking, reading, and writing. the basic language skills that considered must express the ideas and it must use an appropriate vocabulary and accurate grammar. Weaver states the study of grammar will help people become better users of the language that is more effective as listeners and speakers, especially as readers and writers<sup>30</sup>. It means that grammar should be taught appropriately because the basic element of a language without the proper knowledge of grammar, the learners will find many problems to build up sentences to express their ideas for communication activities. By using communication activities in learning grammar, the student manipulate grammar in communication with proper understanding by using the grammar, the student will feel confident in communication.

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<sup>29</sup> *Ibid*

<sup>30</sup> Weaver, Constance, *Teaching Grammar in Context*, (Portsmouth: Boynton, 1996), p.8



Grammar is a difficult subject to be learnt. In order to help the students in learning grammar. In grammar, the students are provided with many rules of a language. One of them is tense. It is important for the students to learn tenses since they have great influence in forming the meaning of sentences. Tense may indicate whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over period of time. In learning English as a foreign language, it is very important to know the rules of tenses as part of grammar.

Present Continuous Tense is one of tenses that is important to be mastered by the students. Wrong perception of Present Continuous Tense will affect the students' ability in constructing or understanding Present Continuous Tense sentences. an English teacher must have a good technique to teach. In this case, the teacher is going to teach the students by using Snake and Ladder game in teaching Present continuous tense. By using Snake and Ladder game, the students can learn more actively and more creatively. Snake and Ladder game can help the students to understanding and mastering Present continuous tense with amusing way. Therefore, in order to achieve the aim of teaching English and encourage students' motivation in learning English, especially present continuous tense it is assumed that using Snake and Ladder game technique can give influence to the students' present continuous tense mastery.

### C. Hypotheses

The writer formulates the hypotheses of this research as follows:

$H_0$  : There is no significant influence of using Snake and Ladder game toward students' present continuous tense mastery.

$H_a$  : There is a significant influence of using Snake and Ladder game toward students' present continuous tense mastery.

