

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapters presents four topics dealing with the review of related literature those are definition of verb, kinds of verb , the form of verb ,the uses of the verb, definition word wall, the characteristic of word wall, the nature of word wall, the implement of word wall, definition teaching media, the kinds of media, function of teaching media and previous study.

A. Verb

1. Definition of Verb

Verb, part of speech typically used to indicate an action. English verbs are inflected for person, number, tense and partially for mood; compound verbs formed with auxiliaries (e.g., *be, can, have, do, will*) provide a distinction of voice. Some English verb like forms have properties of two parts of speech (e.g., participles may be used as adjectives and gerunds as nouns). Verbs are also classified as transitive (requiring a direct object) or intransitive. In Latin verb inflection, voice and mood are indicated in every form. Most languages have a form class resembling that of English verbs. In many of them, unlike English, these words may form complete sentences, e.g., in Spanish, “I am singing” is expressed by the single word *canto*. Some languages (e.g., Turkish) can convey a great deal of information through modifications of form in the verb stem and ending, without the aid of auxiliary forms. A single word, for example, can indicate reciprocity, reflexivity, necessity, time, infinitive, number, person, and voice, as well as negative, causative, imperative, and intensive meanings.

Another stated that a verb is a word that expresses an action or otherwise helps to make a statement. And according to Knud Schibbye verb is defined as the sentence forming element of a word-group.

2. The Kinds of Verb

All verbs are described as either regular or irregular, according to the manner in which the principal parts are formed.

a. Regular Verb

According to Warriner (1982) A regular verb is one that forms its past and past participle by adding *d* or *ed* to the infinitive form. Approximately 98% of all English verbs are morphologically regular ('regular as to form'). English regular verbs all have just four forms: the base form, the *-s* form, the *-Ed* form, and the *-ing* form. The base form is used throughout the present tense except in 3. sg. (the third person singular); the base form also constitutes the imperative, appears as the second element in the future and the conditional tenses, and makes up the second element in modal constructions. When preceded by the preposition *to*, the base form constitutes the infinitive, which is widely used in complementizing clauses.

b. Irregular Verb

An irregular verb is one that forms its past participle in some other way than does a regular verb, usually, but not always, by a vowel change within the verb. The 300 or so English verbs that are irregular (which constitute only about 2% of the total number of verbs in the language but include many that are frequently used) have either three, four, five, or even eight forms.

B. The Forms of the Verb

a. Regular Verb Form

According to Richard (2000) The forms of a regular verb (i.e., a four-form verb whose forms manifest no vowel or consonant changes whatsoever) are now presented:

Process (the base form).

1. To process (the infinitive): “I want to process these applications.”

I /you/ we/ they process (i.e., 1. sg. {first person singular}, 2. sg., and 1. pl./ 2.pl./3.pl. present tense forms, that is to say, all present tense forms that are not 3.sg., for which see below)

2. process (imperative = the command form):

“Process these applications right now!”

3. will process (future tense):

“I will process 500,000 more applications tonight.”

4. would process (conditional tense)

“I would process even more if I could.”

5. Might process (a modal construction)

“ I might process all the applications for the whole country.”

Processes (the third- person singular present tense form): “ He processes applications for the fun of it.” “ That new computer processes with incredible speed.” (Etc), etc. Any singular subject that is not the first person I or second person you is automatically third person, a fact which emphasizes the third person singular’s great importance. (the same is true in the plural: any person not first we or second you is automatically third).

6. Processed (the past tense form and the past participle form): Past tense :

“I processed vast quantities of data yesterday. ”Past participle

(Which is typically used in perfect tense) “ I have processed all of three applications today.”

In weak verbs, the *preterit* is formed with the suffix *-ed*: *work* *_worked*., If the base ends in *e*, *-d* is simply added to it: *hone* *_honed*; *dye* *>dyed*. Where the base ends in a consonant plus *y*, the *y* changes to *i* before the *-ed* is added; *deny* *_denied*. Where the base ends in a vowel plus *y*, the *y* is retained: *alloy* *_alloyed*., The rule for doubling the final consonant in regular weak verbs for the preterite is the same as the rule for doubling in the present participle; see above.

Here the pronunciation guides:

Group A

Voiceless sound: – p – k – s – ch – sh – f – x – h - pronounce ED as “T”

Example: Ask, asked = ask(T)

Ed as “T”

1. Asked
2. Baked
3. Brushed
4. Cooked
5. Cracked
6. Crashed
7. danced (da:ns) + t
8. dressed
9. dropped

Group B

Voiced sound : – l – v – n – m – r – b – v – g – w – y – z – and vowel sounds

(diphthongs) pronounce ED as “D” .Example: Allow, allowed = allow(D)

Ed as “D”

advised (ad'vaiz) + d

1. agreed
2. allowed
3. answered
4. appeared

Group C : T or D pronounce ED AS “ID”

Example : Need,needed = need (id)

Ed as “ID”

1. accepted
2. afforded
3. attended
4. arrested
5. collected
6. contacted
7. counted
8. decided
9. defended
10. expanded
11. expected

b. Irregular Verb Form

Many irregular verb have five forms: three of the forms just presented for process (base, 3.sg. present, present participle) plus non-identical forms for the past tense and past participle. An example of a five form irregular verb is break, whose five forms are compare here with the regular verb process.

- a. Break/ process (base)
- b. Breaks/ processes (3. S.G. present)
- c. Broken/ processed (past participle)
- d. Breaking/ processing (present participle)

If break were regular, its past tense and past participle forms would both be broken. As an irregular verb, however, its past tense form is characterized by ablauting (' any vowel change that alternates') in which /e / => /o/ (/brek/ => /brok/) and its participle form is characterized by both ablating and / (e) n/ additional. Ablating involves many different types of vowel changes. Here are some of them: Broke / processed (past tense).

4. The Uses of The Verb

a. Past Tense

According to Marcella Frank (1972) in *Modern English a Practical Reference Guide*

The Past Tense indicates definite time terminating in the past, whether a time word is given or not.' The Past Tense may refer to:

- a. One even completed in the past

e.g. – I *saw* him last night

- b. Repeated events completed in the past and no longer happening

e.g. - Last year it *rained* frequently in this area

- When I *was* young, I went swimming every day

c. Duration of an even completed in the past

- e.g. -he *lived* in New York for thirty years and then he decided to return to French
 - in Columbus' day, people *believed* that earth was flat.

Meanwhile, Milda Broukal and Ingrid Wisniewiska said that, there are three main uses of past tense:

1. to describe an action that happened at a definite time in the past
 E.g. Edmund Hillary and Tenzing Norgay *climbed* mountEverest (in 1953)
2. To talk about actions that happened in a sequence in the past
 E.g. I *came* home, *picked* me *up* my mail and left
3. With time expression such as yesterday, last night/week/month/year,
 Wednesday, for days/ week, years ago and in 2004
 E.g. I *saw* a great movie *last night*

George Wishon and Julia Burks said “Past Tense is used to report a state or activity which can be described to a definite past tense time. There are two past tense auxiliaries in English:

1. The past tense of the verb use combines with to to form auxiliaries.
 e.g. – I *used to* be a boy scout
 - I *used to* get up at 5:30 every morning
2. The past form of do as an auxiliary is used with simple form of the verb to express emphasis.
 e.g.-I *did* study for the examination
 - No matter what Lisa said, he *did* finish the work

B. Teaching Media

1. The definition of Teaching Media

According to Arsyad (2009), media are human, materials, or events that build the student's condition to get knowledge, skill, and attitude. Teaching medium is one of the important things in the process of teaching and learning beside the teaching method. The teacher should be able to use effective and efficient media although simple and simply because it is a duty in the effort to get what the process of teaching wants. Media used to teach and learning process successfully, it is very important to attract student attention.

2. The Kind of Media

According to Kasihani (2008:14), media can be subdivided into three kinds, they are:

a. Visual Media

Visual media is media that can be seen or taught for the students. The main component for this media is verbal material text and visual text and visual material. for example; picture, photos ,realia, map, and miniature.

b. Audio Media

Audio media are the media that can be listened. They are used to listen and understand oral text. The characteristic of this media is one way communication such as ; radio, cassette, and tape recorder.

c. Audio Visual Media

Audio visual is a combination of two words, audio which refers to what we can hear whereas, visual refers to what we can see, it is any device

which by sight or sound increases the individual experience in classroom. for example; TV,OHP, and film.

Many teachers complaint not using media to teach because of difficult to make limited time, and expensive cost. Substantively, that reasons are not really true, because a material very cheap, for example the teacher can take in old magazine, old newspaper, brochure etc. and they can cut the picture to a media. It is very simple, if the teacher who teach far from city and only has limited facilities the teacher can using some simple media, for example flip card, realia.

3. The Function of Teaching Media

Reiser and Dick (1996:70) explain some advantages or importance of the media. One of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students' attention and to arouse their curiosity by presenting various images . Media can be used to present information that is needed to deliver the message to the students. Heinich and friends assumed , instructional media gives students' required experiences to build their prior knowledge.

According to Levie and Lentz in Arshad (2009), there are four functions of teaching media, particularly the visual media:

- a. Attention: it means that visual media are the central. They are interesting and bring the students to concentrate on teaching material.
- b. Affective: it means that visual media make students enjoy in the teaching and learning process. They can grow the student's emotion.

- c. Cognitive: it means that visual media bring the students to understand and remember the information quickly.
- d. Compensatory: it means that teaching media are useful to accommodate the students who are less and slow to receive and understand the material.

Teaching media help the teacher is easier to teach. He/she can choose what the media which are suitable with the subject. He/she can choose simple or modern media to help him/her. For the teachers with limited facilities, may they can make their own media as well as they can. Their creativity, they can make their own media although the media are simple and cheap. Based on limitation above, it can be defined that teaching media is something which can be used to deliver the message (material) from sender (teacher) to receiver (students).

C. Word Wall

1. Definition of Word Wall

The definition of word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool designed to promote group learning. Regarding to the definition above, word wall is a systematically collection of words in large letter and placed in the classroom wall. It is a tool to use, not just display.

Word wall media is a great way to make the teaching and learning process becomes more interesting and enjoyable. A word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom (Cronsberry: 2004: 3). The words are printed in a large font so

that they are easily visible from all students seating area. These words are referred to continually throughout a unit or term by the teacher and the students during a variety of activities. It is relevant to Green (1993: 1) argued that a word wall is an organized collection of large print words on the classroom wall. A word wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

2. The Nature of Word Wall

A word wall is a list of words that are related to each other in some ways. Word wall are used as a tool to teach a language concept. Often, they are displayed in large letters on a wall and used in collective classroom exercises, but smaller printed word wall word lists can be used for a variety of teaching exercises. Gursky (1999) stated that word wall is a systematically organized collection of words displayed in large letters on a wall or other large display in the classroom. Word wall has become a popular tool to teach literacy strategies in today's classrooms. Teachers display selected words on a wall or bulletin board and use them as the basis of word identification study. They become a kind of visual scaffolding that provides students with a reference for words they will need for literacy activities and helps them to make the transition to more independent reading and writing.

3. Advantages Using of Word Wall .

Word wall provides a reference tool for the students (Dykes & Thomas,2010). It can be used to display words that are excellent for students to use in their writing. As students are writing, looking at word wall of summary verbs or creative verbs can expand their vocabulary and enhance their writing.

Furthermore, word wall provide much more than a visual reminder of information learned, they provide an opportunity for students interaction (Hedrick, et al., 2009,cited in Southerland, 2011). As previously stated, words that are written in a particular color can be placed on the wall, but having the students decide the color will create an interaction that is more beneficial (McNeal, 2004). Thus, it can be concluded that is for students to make the word strips to be placed on the word wall, not the teacher. Finally, a word wall is conducive to teacher-students interaction, which further strengthens learning.

4. The Implementation of Word Wall

According to Lori (2004: 1) the stages to implementation word wall are as follow:

a. Establish a purpose for using the word wall

From the use of word walls aims to improve students' vocabulary in the use of word wall in the learning process in the classroom. Word walls may be used to help students learn high frequency words, or they may be used to develop vocabulary around a theme. For example, themes for word walls may include the hospital, book, library, teacher or anything you want to teach.

b. Select the words that are targeted for instruction

Select a few words for teaching and post them on the wall. teachers choose words that correspond to students' ability who are able to students remember and learn. Words on the wall need to be spelled correctly and written legibly, as students will be encouraged to use the word wall as a resource for their reading and writing.

c. Before reading, teach the words

Before teaching wall word students should practice vocabulary in other words to make students more creative in teaching vocabulary using word walls. Engage students in a lively discussion of the words. Teachers may decide to write a brief meaning of the word which is able to be mastered by students.

d. After reading, students may post words to the word wall

Of the teaching of the word, the students begin to understand the meaning of a word, so that students are able to learn vocabulary by using the word wall well. Because word walls are effective when they are interactive, teachers guide discussion of the readings to include new and interesting words that student discovered in their readings. These words, along with their meanings, may be posted on the word wall.

5. Initiate activity around the word wall

The activities conducted by placing the words on the wall or on the blackboard and students are required to mention such words or preferably by using pictures and then look it was written on that board. For the word wall to be effective, members of the learning community must use them. The teacher plays an important role in initiating activity that leads to interactive word walls. For example, using word walls as references in finding interesting words for writing and playing word games will encourage students to make the word walls their own.

There are some tips to support our interactive word walls, (Patricia Antonacci & Catherine M. O'Collaghan, 2012: 105)

- a. Incorporate the Interactive Word Wall strategy as part of the word study instructional routine. It means whenever you teach English, promote the students to always use this strategy when they have any difficulties in words.
- b. Select the display wall carefully; making sure that it is at eye level and large enough to post the words. Teachers must create the word wall bigger so students can see clearly.
- c. Decide on how you wish to display the words, such as alphabetically or organized by themes or content areas. There are many kinds of word wall example, there are alphabetically and themes, you can see, that is the example of alphabetical word wall, and that one is the theme word wall.
- d. Write the words legibly on oak tag or paper, demonstrating appropriate handwriting. The teachers or students write the words in an oak tag or paper in a good handwriting, so other students can understand the handwriting.

D. Previous of Studies

The first previous research was conducted by Dian Rizqi Nur Cahyani (2016) researched about The Effectiveness Of Using Word Wall Media Toward Students' Vocabulary Mastery of The Eight Grade In MTs Negeri Bandung In the research give explain about word wall to the students. After the students understand the research gives a short story but before that the research divides in the few groups. Then research gives 15 minutes to discussion with the group. The

researcher wants the students look for vocabulary in the text. The research ask students to write one word in the focused of noun in the short story.

The second previous study was conducted by Nadziroh (2010) about The Effectiveness of Word Wall Media in Improving the Fifth Year Students' Mastery on Vocabulary at SDN 04 Sumberbendo, Pucanglaban, Tulungagung in academic year 2010/2011 by Nadziroh (2010). The writer concludes 20% students get insufficient score, 0% students get sufficient score, 20% students get good score, 50% students get very good score, and 10% students who get excellent score in mastering vocabulary after taught by using word wall. It means that there were any significant differences between score of pretest and posttest. It is known that the students' scores are improving significantly.

From the study above, it can be concluded that the word wall media has an effect on improving the students' vocabulary achievement . So, the researcher believe that the word wall media can be regarded as an effective way to improve students' vocabulary achievement . According to the previous studies above, it has similarities and differences with the writer's research. The similarity is the media that is used is same with Nadziroh (2010), that is word wall media with colorful background to draw students' interest, The difference from the previous study is in the point of the variables. The researcher uses different subject than previous studies that is student elementary school. Finally this my research about The Effectiveness of Using Word Wall Media In Teaching Regular and Irregular Verb of The Eight Grade In MTs Ma'arif Bakung Udanawu. The method research establishes a purpose for using the word wall. Then research selects the regular and irregular verb that are targeted for instruction to the students in the class. The research give new word related with topic before research gives the

sentences. The students before teaching word wall students should mention regular and irregular verb to make students more creative in teaching regular and irregular verb using word wall.