

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents some points related to this research. These points cover definition of grammar, definition of simple past tense, the concept of verb, teaching grammar using technology, Johnny Grammar Word Challenge, How to Operate Johnny Grammar Word Challenge Application and Previous Study.

2.1. Definition of Grammar

The grammar of a language includes basic axioms such as verb tenses, articles and adjectives (and their proper order), how questions are phrased, and much more. Language cannot function without grammar. It would simply make no sense people require grammar to communicate effectively. Grammar tells us about how to use the language.

According to Gerot and Wignel (1994), Grammar is a theory of language, of how language is put together and how it works. Grammar is one of the important components in learning English. Richards and Reppen (2014) state that grammatical knowledge involves learning the rules to form sentences, whereas grammatical ability refers to the use of grammar as a resource to communicate orally or in writing.

According Mart (2013) grammar is a set of rules that plays a significant role in language acquisition because it helps learners combine and organize words in order to build sentences, and ^{express} their thoughts properly.

According to Richards and Schmidt (2010) grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. Grammar is a set of rules or principles of the working of a language, its system or structure.

From the definition about grammar from the author above, we can conclude that grammar is an important thing when we learn about language skills in English. So, mastering the grammar of a language will affect the mastery of language skills because the true role of the grammar can help the reader or listener understand about what we mean or grammar means the basic signals by which language transmits its meaning.

2.2. Definition of Simple Past Tense

The simple past tense is a tense expressing about the events of situation in the past. Hornby (1995) stated that past tenses are things that happened in an earlier time, past event, or memories of the past. Simple past tense is used for a completed action that happens at one specific time in the past. Next, Betty Schramper Azar (1992) stated that simple past tense is used to talk about activities or situation that began and ended in the past. According to Tamara (2007), the simple past tense denotes actions completed at a definite time in the past.

According to Frank (1972), the verb is used after a subject, or before an object or complement. Most simple past verbs are formed by adding –ed to

a verb, and some verbs have irregular past form (Azar, 1992). We use the verb did in simple past tense as a past form of do and does.

From the explanation above the researcher can conclude that simple past tense is a tense that expressing the past action in specific past time. The verb that we use in simple past tense is Verb 2. There are two kind of simple past tense:

2.2.1. Active

According Victoria Neufeldt (1994), active form is used to make a statement. It is also called denoting the voice or form of a verb whose subject is the performer or agent of action of a verb or showing action rather than state of being (said like throw and walk).

The formulations are :

1. Verbal

Table 2.1. Positive

The formulation : **Subject + Verb 2 + Object / Complement.**

NO.	Sentences		
	Subject	Verb 2	Object
1.	Roni	Drank	a cup of tea yesterday.
2.	She	Used	this phone last week.
3.	I	Went	to Jakarta two month ago

Table 2.2. Negative

The formula : Subject + did + not + V1 + Object/Complement

NO.	Sentence				
	S	Did	Not	V1	Object/ Complement
1.	Roni	did	not	drink	a cup of tea yesterday
2.	She	did	not	use	this phone last week
3.	I	did	not	go	to Jakarta two month ago

Table 2.3. Interrogative

The formula : Did + Subject + Verb 2 + Object/Complement

No	Sentence			
	Did	S	V1	Object/Complement
1.	Did	Roni	drink	a cup of tea yesterday?
2.	Did	She	use	this phone last week?
3.	Did	You	go	to Jakarta two month ago?

2. Nominal

According Akhamad Kardimin (2004), the nominal is a sentence that is the predicate consists of adjective, noun, numeral and adverbs, it is not verb. It is also a noun or other word or word group, including an adjective that occurs in grammatical

functiontypical or nouns substantive.

Table 2.4. Positive

The formula: Subject + To be (was/were) + Noun

NO	Sentence		
	Subject	To be (Was/Were)	Noun
1.	He	Was	student
2.	They	Were	teacher
3.	I	Were	doctor

Table 2.5. Negative

The formula: Subject + To be (was/were) + not + Noun

NO	Sentence			
	Subject	To be (Was/Were)	Not	Noun
1.	He	Was	Not	student
2.	They	Were	Not	teacher
3.	I	Were	not	doctor

Table 2.6. Interrogative

The formula : To be (was/were) + Subject + Noun

NO	Sentence		
	To be (Was/Were)	Subject	Noun

1.	Was	He	student?
2.	Were	They	teacher?
3.	Were	You	doctor?

2.3. The Concept of Verb

According to Swan (1999) verbs are used express an action or state of being. There is always a verb in the predicate of sentence. If the subject of a sentence is singular, the verb is singular. If the subject is plural, the verb is plural. A verb in general is the key to the meaning of the sentence. So, Verbis one of part of speech that consists of noun, pronoun, verb, adverb, preposition, conjunction, and interjection. Verb has many functions to express our think in a sentence. From a semantic standpoint, verbs serve several purposes, Parts of Speech.

In writing a sentence of simple past tense the student usually get confuse to use the correct verb for simple past tense due to this verb also same has inconsistent verb as the form of past participle. There are two kinds of verb, they are Regular and Irregular verb. Regular and Irregular verb have five forms they are infinitive, simple present, simple past, past participle, and present participle. In regular verb, the simple past and the past participle are consistency but in Irregular verb the simple past and the past participle inconsistent.

Table 2.7. REGULAR VERBS

Infinitive	Simple Present	Simple Past	Past Participle	Present Participle
To watch	Watches	Watched	Watched	Watching
To clean	Cleans	Cleaned	Cleaned	Cleaning
To walk	Walks	Walked	Walked	Walking
To work	Works	Worked	Worked	Working
To join	Joins	Joined	Joined	Joining
To talk	Talks	Talked	Talked	Talking
To use	Uses	Used	Used	Using
To wait	Waits	Waited	Waited	Waiting
To arrive	Arrives	Arrived	Arrived	Arriving
To allow	Allows	Allowed	Allowed	Allowing
To change	Changes	Changed	Changed	Changing
To walk	Walks	Walked	Walked	Walking
To allow	Allows	Allowed	Allowed	Allowing
To cry	Cries	Cried	Cried	Crying
To wash	Washes	Washed	Washed	Washing
To try	Tries	Tried	Tried	Trying

Table 2.8. IRREGULAR VERBS

Infinitive	Simple	Simple	Past	Present
	Present	Past	Participle	Participle
To go	Goes	Went	Gone	Going
To cut	Cuts	Cut	Cut	Cutting
To sing	Sings	Sang	Sung	Singing
To hurt	Hurts	Hurt	Hurt	Hurting
To stand	Stands	Stood	Stood	Standing
To read	Reads	Read	Read	Reading
To write	Writes	Wrote	Written	Writing
To blow	Blows	Blew	Blown	Blowing
To grow	Grows	Grew	Grown	Growing
To meet	Meets	Met	Met	Meeting
To take	Takes	Took	Taken	Taking
To do	Does	Did	Done	Doing
To come	Comes	Came	Come	Coming
To hear	Hears	Heard	Heard	Hearing
To keep	Keeps	Kept	Kept	Keeping
To know	Knows	Knew	Known	Knowing
To sell	Sells	Sold	Sold	Selling

2.3.1. Regular Verb

According to Murphy (2007), the simple past and past participle of regular

verb is-ed, such as walk-walked, clean- cleaned, paint-painted, etc.

For example :

Table 2.9. Regular Verb

Verb 1	Verb 2	Verb 3
Add	Added	Added
Admit	Admitted	Admitted
Admire	Admired	Admire
Agree	Agreed	Agreed
Allow	Allowed	Allowed
Annoy	Annoyed	Annoyed
Appear	Appeared	Appeared
Arrange	Arranged	Arranged
Arrive	Arrived	Arrived
Behave	Behaved	Behaved
Breathe	Breathed	Breathed
Care	Cared	Cared
Carry	Carried	Carried
Cause	Caused	Caused
Change	Changed	Changed
Close	Closed	Closed
Clean	Cleaned	Cleaned

Clap	Clapped	Clapped
Compare	Compared	Compared
Complete	Completed	Completed
Combine	Combined	Combined
Compromise	Compromised	Compromised
Connect	Connected	Connected
Continue	Continued	Continued
Contradict	Contradicted	Contradicted
Copy	Copied	Copied
Cry	Cried	Cried
Dance	Danced	Danced
Die	Died	Died
Delay	Delayed	Delayed
Deny	Denied	Denied
Divide	Divided	Divided
Drop	Dropped	Dropped
Escape	Escaped	Escaped
Elect	Elected	Elected
Fit	Fitted	Fitted
Hand	Handed	Handed
Hope	Hoped	Hoped

Hurry	Hurried	Hurried
Join	Joined	Joined
Jump	Jumped	Jumped
Laugh	Laughed	Laughed
Live	Lived	Lived
Love	Loved	Loved
Marry	Married	Married
Reply	Replied	Replied
Stop	Stopped	Stopped
Stay	Stayed	Stayed
Talk	Talked	Talked
Tie	Tied	Tied
Try	Tried	Tried
Use	Used	Used
Wait	Waited	Waited
Walk	Walked	Walked
Wash	Washed	Washed
Watch	Watched	Watched
Work	Worked	Worked
Wrap	Wrapped	Wrapped

2.3.2. Irregular Verb

According to Leech and Svantivik (2011) there are three main types of Irregular verbs, they are verbs in which all the three principal parts, verbs in which two parts are identical and verbs in which all three parts are different.

Table 2.10. All Three Verb Parts are Identical

Verb I	Verb II	Verb III
Cut	Cut	Cut
Put	Put	Put
Beset	Beset	Beset
Cast	Cast	Cast
Cost	Cost	Cost
Hit	Hit	Hit
Hurt	Hurt	Hurt
Let	Let	Let
Read	Read	Read
Quit	Quit	Quit
Reset	Reset	Reset
Set	Set	Set
Slid	Slid	Slid
Spread	Spread	Spread

Table 2.11. Two Verb Parts are Identical

Verb I	Verb II	Verb III
Beat	Beat	Beaten
Bring	Brought	Brought
Keep	Kept	Kept
Make	Made	Made
Sell	Sold	Sold
Say	Said	Said
Sleep	Slept	Slept

Table 2.12. All Three Verb Forms are Different

Verb I	Verb II	Verb III
Begin	Began	Begun
Blow	Blew	Blown
Drink	Drank	Drunk
Do	Did	Done
Know	Knew	Known
Go	Went	Gone
Eat	Ate	Eaten

2.4. Teaching Grammar Using Technology

In this era, technology has an important role in human life.

According to Eady & Lockyer (2013), technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process. According to Lam and Lawrence (2002) and Pourhosein Gilakjani (2017), technology assists learners in adjusting their own learning process and they can have access to a lot of information that their teachers are not able to provide.

According to Costley (2014), teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills. According to Susikaran (2013), basic changes have come in classes beside the teaching methods because chalk and talk teaching method is not sufficient to effectively teach English. Raihan and Lock (2012) state that with a well-planned classroom setting, learners learn how to learn efficiently.

Dawson, Cavanaugh, and Ritzhaupt (2008) and Pourhosein Gilakjani (2014) maintained that using technology can create a learning atmosphere centered around the learner rather than the teacher that in turn creates positive changes. According to Arifah (2014), the use of internet increases learners' motivation.

From the definition above we can conclude that technology has an important role in education because the students more enthusiast in learning process by using technology. There are many Educational tools that

can be used. For example Mamrise, Quipper, Duolingo, Johnny Grammar Word Challenge etc. So, as a teacher be easier to find a good solution to teach the learners with a fun way by using the educational software application.

2.5. Johnny Grammar Word Challenge

Johnny Grammar Word Challenge is an application of questions about vocabulary, grammar and daily English spelling with different levels of participation. Johnny Grammar's Word Challenge is a quiz for English learners to test common vocabulary, spelling and grammar that appears in everyday English. The users must beat the clock and answer as many spelling, vocabulary and grammar questions as they can in this 60-second quiz!

Main features:

1. 3 levels - Easy, Medium, Hard.
2. 3 quiz categories – Words, Grammar, Spelling.
3. 10 common topics – Food & Restaurants, Travel, Small Talk, Hobbies etc.
4. Earn badges as you play and share with others.
5. Compete with others on a global leaderboard.
6. Share your badges with others on a leaderboard.
7. Feedback provided on wrong answers to enhance your learning.

This top English learning application created by The British Council creates. This application is appropriate for learners of all ages. It is a fun way to

improve grammar because this application is such kind of a game application. It can be downloaded to our mobile to practice grammar everywhere and every time. This application strengthen the fundamental skills in English. It can not only correct the common mistake in grammar and spelling. Overall, it is a useful app and worthy spreading.

This application can be used in outside the classroom or inside the classroom. We can be online or offline to play this educational application. The question in online system will be changed although we play in several times but in offline system the question is same but it will be randomly.

2.6. How to Operate Johnny Grammar Word Challenge Application

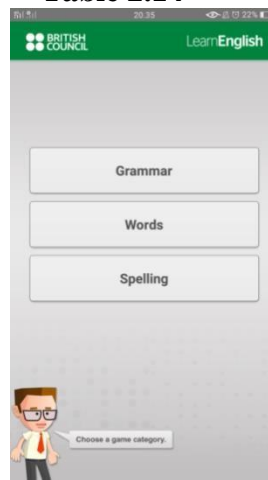
1. The teacher asks the students to click “PLAY”



Table 2.13.

2. Then, on the board there is a Grammar, Word and Spelling option, the teacher asks students to click on "Grammar" because in this lesson, the focus is on Grammar.

Table 2.14



3. After that, the grammar choice board that will be studied is Preposition, Irregular Verbs, Adjectives & Adverbs, Countable and Uncountable, Infinitives or Gerunds, More or Less, Expression with Color, Few and Little, Adverbial Clauses, Modals, Linkers, and the last is Conjunction. The teacher asks students to click on Irregular Verb because the students focus in mastering Irregular Verb..

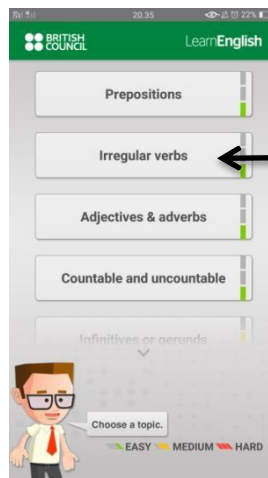
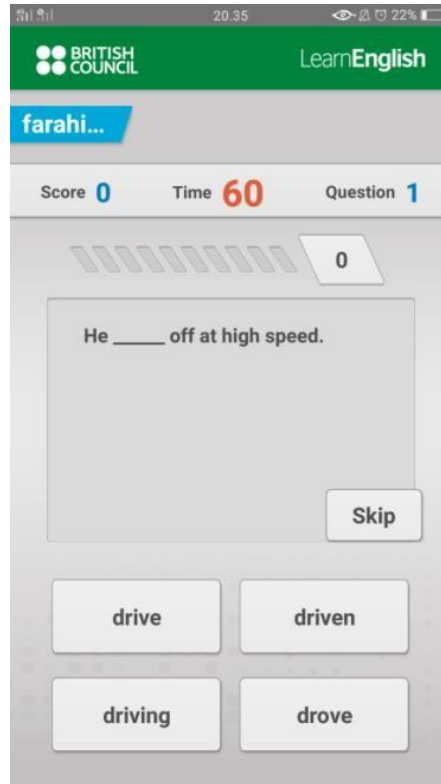


Table 2.15

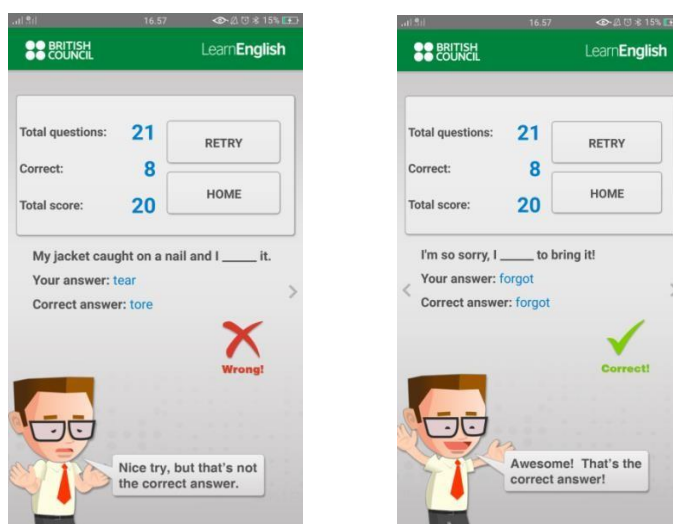
4. After click on the Irregular Verb, students will be presented with several questions about the Irregular Verb Grammar with an estimated time of 60 seconds. If the students always play this games the they will understand and memorize the changes from Verb 1 to Verb 2.

Table 2.16



5. After 60 seconds, the application will display the student's grade, the problem being worked on the correct answer and if the wrong answer has a correction already on the board. So students can find out the right answer from the problem that they are wrong.

Table 2.17



This application can help the students in developing their abilities about mastering Irregular Verb by working on the questions in the application. The more they practice they will add their knowledge about English grammar. This application can be used offline or online and also they can use the application wherever they are.

2.7. Previous Studies

In this study there are two previous studies, which similar to this present study.

Azizatul Mahfida Inayati and Desy Damayanti (2016) This study aims to analyze the effectiveness of Johnny Grammar Word Challenge in improving students' grammar ability especially simple past tense in Junior High School level. The method used in this research is classroom action research (CAR). It is called so because it is a part of action research which is done in the

classroom. The result of this study is the used of Johnny Grammar Word Challenge can improve the student's grammar ability especially simple past tense.

Azizatul Mahfida Inayati (2016) This research is aimed at revealing: (1) whether and to what extent Johnny Grammar's Word Challenge activities through STAD can enhance students' grammar in writing, (2) and explaining the class situation when Johnny Grammar's Word Challenge activities through STAD are implemented in teaching grammar in writing. The classroom action research was conducted in two cycles. Each cycle consisted of: planning, implementing, observing, and reflecting. There were two kinds of data, qualitative and quantitative. In conclusion, implementing Johnny Grammar Word's Challenge activities through STAD can enhance the students' grammar in writing in descriptive text and class situation. In other words, this application gives benefit for students to achieve better result in grammar in writing and make them interested in grammar sin writing class.

The subject in this study is the tenth grade of SMAN 1 Tulungagung. The purpose of this study is analyzing the effectiveness of Johnny Grammar Word Challenge to enhance students' grammar achievement especially in Irregular Verb. In this study used Quantitative Approach with Pre-Experimental research design. This study used the One Group Pre-test and Post-Test In detail, this study entitled "The Effectiveness of Johnny Grammar Word Challenge on Students' Grammar Achievement at The Tenth

Grade of SMAN 1 TULUNGAGUNG”. The population of this study is tenth grade students of SMAN 1 TULUNGAGUNG. The researcher took 10 MIPA 1 as the sample, it consist of 32 students. The researcher used observation and test as aninstrument.