CHAPTER II

REVIEW OF RELATED LITERATURE

In chapter the researcher presents a review of related literature. The material of teaching, grammar, teaching grammar, simple past tenses, Hello English application, procedures of using Hello English application in teaching grammar, previous study.

A. Teaching

Teaching is the process of delivering learning materials to students with the aim of developing students' abilities. The goal of the teaching is a learning concept which helps teachers link the material teaches to students' real life situation and encourage students to make connections between the knowledge and its application in their lives. With the concept, learning results are faced with more meaningful for students. In the book entitled *Principles of Language Learning and Teaching*, Brown (2000:7) "Teaching is helping someone to learn how to guide in learning something so that it can provide knowledge to someone". In short, to teaching means mastery of certain knowledge, skills and skills that last for all person.

According to Harmer (2001:38) states that teenager is the best language learners. Harmer (2001:39) adds that "If teenager participantes in teaching learning activities, they have good creativity, a great learning capacity and a great passion for things that interest them". Interesting material for them can eliminate boredom and can make them enjoy and

concentrate on their learning process. Brown (2001:92) proposes some considerations to teach teenage students as the following:

1. Teenage students' intellectual processing, logical thinking, and linguistic metalanguage are developing,

2. Their attention spans are lengthening but can easily be shortened too,

3. Their capacity of abstraction in increasing,

4. Their ego, self-image, and self- esteem are the peak which make them very sensitive to how others perceive their physical changing, emotional selves and mental capabilities.

Teachers can motivate and pay attention to adolescent students by being warm and friendly (Newby, 2000:353). Nurhayati (2014) states the teachers must create the classroom enjoyable situation. The teacher must be given the positive condition in the classroom. Nurhayati (2018) defines a good teacher is a self initiated teacher who not only comes for their own purpose but becomes a motivation for their students. An important factor of a students motivation is the teacher. Nurhayati (2020) defines a motivation is anything that encourages someone to act to do something.

B. Grammar

Grammar is sentence structure. By using the correct structure, a sentence will be perfect. This structure is used in all languages, not just English. Grammar are the rules that enable humans to form and interpret the words and sentences of their language. According to Coghill and Magendanz (2003: 16) stated that a structured set of rules in a language is grammar.

Words that are strung together and form a meaning affect grammar. Grammar must be structured with certain formula to make it sense. If those unstrustured words are used in a communication, the information cannot be delivered well.

Coghill (2003: 16) noted that The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. It means that grammar is a structure which should be patterned correctly to get a realistic meaning. If the students can't put the grammar correctly, it can raise a misunderstanding between their mind and the readers.

Grammar is the system of a language. Many people interpret grammar as the "rules" of language; but in reality no language has rules. If you use the word "rules," someone will make the rules first and then speak the language. But language doesn't start that way. Language begins with people making sounds that develop into words, phrases, and sentences. No commonly used languages were fixed. All languages change over time. What we call "grammar" is simply a reflection of the language at any given time. Nurhayati (2020) states that grammatical competence is needed in fulfilling talk competence since the understudies are able of create linguistically adjust sentences or articulations by being bumbling on this portion.

Grammar adds meanings that are not easily inferable from the immediate context. The kinds of meanings realised by grammar are principally :

1. Representational – that is, grammar enables us to use language to describe the world in terms of how, when and where thing happen example : the sun set at 07.30. the children are playing in the garden.

2. Interpersonal – that is, grammar facilitates the way we interact with other people when, for example, we need to get things done using language. Examplae there is a difference between :

   Ticket !

   Ticket, please.

   Can you show me your tickets ?

   May see your tickets ?

   Would you mind if I had a look at your tickets.

   For this reason, I have choosen a definition of grammar that is concise but that is sufficently broad to include a wide range of language features and forms: grammar is the formal study of the structured of a language and describes how words fit together in meaningful constructions.

C. Teaching Grammar

Teaching grammar can help students use phrases that are meaningful and correct. When students study grammar, they must be able to look at grammar from a linguistic perspective so they can know the true meaning of the text and reduce the number of misunderstanding. Without grammar, words relate without meaning. To be able to speak language to some level of competence we need to learn teaching grammar. According to Ellis (2006) Grammar teaching helps them in understanding the comprehension process

that involves instructional techniques that attract the attention of students. It means that the grammar teaching refer the process of transferring the set up of the grammar to the students which involves the instruction, method, or approaches in which the choose grammar teaching and how they apply them for the students. There are many arguments for placing grammar in the teaching of a second language. Here are three of them:

1. Sentence engine argument

     Part of the language learning process is called item learning. memorizing individual items such as words and phrases. However, there is a limit to the number of items a person can store and retrieve. After all, grammar is a regular description of a language, and knowledge of these rules provides students with learning to produce original sentences. The number of possible new sentences is only limited by vocabulary according to the teacher's orders and creativity. Grammar is a kind of sentence-making machine. Therefore, grammar offers students to hone their limitless linguistic creativity.

2. Fine-tuning argument

     The purpose of grammar is to acquire a greater meaning than the lexical system alone can fulfill. Although to get a communicative language just by stringing words and phrases together.
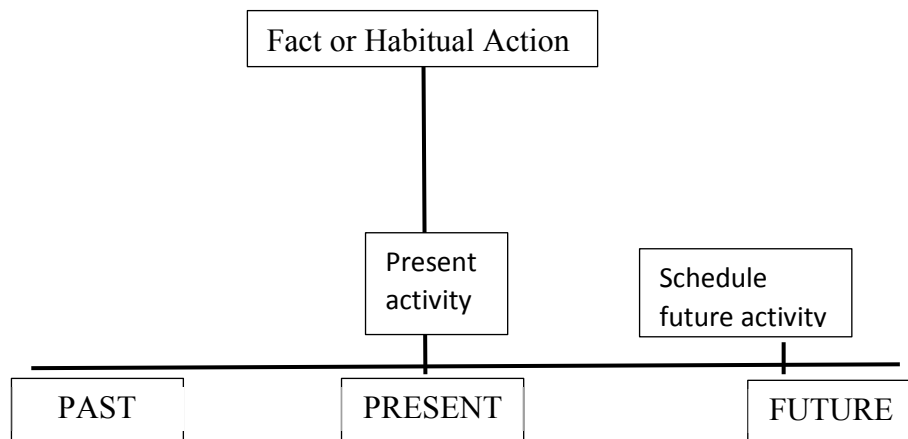
3. Rule of law argument

     Because grammar is a system of rules that can be learned, so it is suitable for the view of teaching and learning are known as transmission.

The transmission view sees the role of education as the transfer of knowledge (usually in the form of facts and rules) from those who know those who do not. Such a view is usually associated with a type of institutionalized learning in which rules, order, and discipline are highly valued. The need for rules, discipline is highly applied in the classroom where students are unruly and unmotivated, a situation that English teachers face every day. In situations like these, grammar offers teachers a structured system that can be taught and tested in methodical steps.

D. Simple Present Tense

Tense is a systematic structure to show the timing of actions describing the various forms of the verb. Simple present tense is tense form used to state facts, habitual action (events that are repeated), general truth, or present (events that are happening at this time). According to Murphy (2003:4) "We use the simple present to express something that happens over and over again, or that something is generally true". According to Swan (2005:448) stated that "We use the simple present when we talk about something that happens regularly all the time and doesn't just happen now". The researcher can conclude that the simple present tense is a tense that is formed with a basic verb, except for the third singular subject such as he, she, and by adding −s or −es at the end and can be used to express things that we do everyday.

Figure 2.1 Simple Present Tense

The simple present tense is used :

1. To express habits, general truths, repeated actions or unchanging situations, emotions and wishes :

   I smoke (habbit); **I work in London** (unchanging situation); **London is a large city** (general truth)

2. To give instructions or directions:

   You walk for two hundred meters, then **you turn** left.

3. To express fixed arrangement, present or future:

   Your exam **starts** at 09.00

4. To express future time, after some conjuctions:

   After, when, before, as soon as, until

   He'll give to you when you come next saturday

Kind of Simple Present Tense sentences :

1. Simple Present Tense Affirmative

S + Verb (1) / to be (is, am, are) + O

   For example :

   - She **reads** Harry Potter books every day.

- They **watch** new movies every Sunday.

2. Simple Present Tense Negative

To form a simple present tense negative sentence, usually the **don't** or **doesn't** before the verb, except **To Be** and **Modal.**

> **S + Don't / Doesn't + Verb (1) + O**

If the verb is to be, then the formula becomes

> **S + (is, am, are) + not + O**

For example :

- She doesn't read Harry Potter books every day.

- They don't watch new movies every Suday.

3. Simple Present Tense Interogative

To form interogative/ question sentences, usually using extra **do** or **does** in front of the sentence.

> **Do / Does + S + Verb (1) + O**

The word **do** is used if its subjects are **I, you, they,** or **we.** However, word **does** is used if its subjects is a third person (**she, he, it**).

For example :

- Does she read a Harry Potter book ?

- Do they watch a new movie every day ?

If the verb is **To Be** or **Modal**, then do not use the word **do** or **does**.

- Are you new staff of Wall Street English ?

- Are they football fans of Arema Malang ?

E. **Hello English Application**

In teaching and increasing students' understanding of grammar, the teacher must motivate students with a few learning media and make students learn more. The teacher must use the appropriate as well as one of the instructional media that can be used is the Hello English application can make students feel good when they learn English grammar. Additionally, the medium of the application can also make students readily understand the teaching of grammar because they can apply it directly in the oral or written form. As stated by Nusir (2013: 311) The use of gadgets as a medium in learning is not only entertainment but also has a positive impact on learning at school. The Hello English application can prevent students from easily getting bored with the monotonous teaching grammar. So students can learn grammar by being miserable.

The Hello English is an English language learning application, which allows users to learn the English language through interactive modules. It functions on a freemium princing model. The application is available on Android, IOS, Windows and Web. The Hello English application is an interactive, personal, and contextual English. The learning application is designed specifically for English as a second language students. The Hello English application launched in October 2014. Hello English application is the most heavily downloaded educational application in Asia, and the third most accessible education application at Google Play Store (beginning

January 2017). The purpose of Hello English is to get users to master English in their own native language, to understand grammar and vocabulary.

This application consistently maintains a high position based on free applications in the educational category. The Hello English covers 22 languages such as Indonesia, India, Sri Lanka, Bangladesh, Nepal, Qatar and many others. Hello English also includes all four aspects of language acquisition: reading, writing, listening and speaking with sophisticated recognition technology that enables learners to speak to applications and conduct real life. It pair interactive lessons with games and grammar comprehension. This medium offers a uniques and contextual toll that makes use of news. Sports and entertainment to help learners master their understanding of English grammar.

Figure 2.2 Logo of Hello English application

F. **Procedures of Using Hello English Application in Teaching Grammar**

This is an explanation of what Hello English application is and the features use. In this research, it is explained for each feature will be explained clearly so that users will be easy to use it application. Teachers can select a

specific topic from the course according to the lesson plan being taught. The courses build upon each other so that students are introduced to words and concepts at appropriate points in the program. There is also an explanation for each course that the user can easily understand. There is also an explanation for each course that the user can easily understand. Interestingly, there are always prizes in every course or game played by users. The prize is coins. This will attarct more students to study grammar more actively through the application. Below are the steps for starting the Hello English application in teaching grammar :

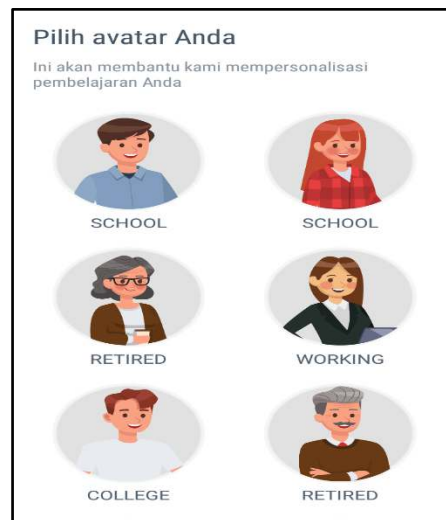**Figure 2.3 Hello English application register**

Download and install the Hello English application on the Playstore your smartphone. And then, the first step to register for the Hello English Application like figure 2.3 and there are various kinds of language instructions to operate this application. This application can be used online or offline. This makes it easier for students to learn English at any time.

Figure 2.4 Hello English application levels

Figure 2.4 is about the level you want to use to start this application. Users simply click on what course they want to choose. As can be seen in the figure 2.4, the Hello English application has three categories : Beginner (just learning English) this level is suitable for Elementary School and Junior High School, Intermediate (already knows a little about English) this level can be used for Junior High School up to Senior High School, and the last Expert

(already proficient in English) this level is usually used for college students or English teacher. And this study, choose beginner level for Junior High School.

Figure 2.5 Hello English application person

Figure 2.5 is about apllication user information to select an image according to their personal. In this study, the teacher can choose "working" and the students can choose "school".

Figure 2.6 Hello English application choices

Figure 2.6 is About the reasons why you want to learn English in the Hello English application. So this app will fulfill what you want and need to learn English and can fulfill your needs. you have to choose the item as per your requirement.
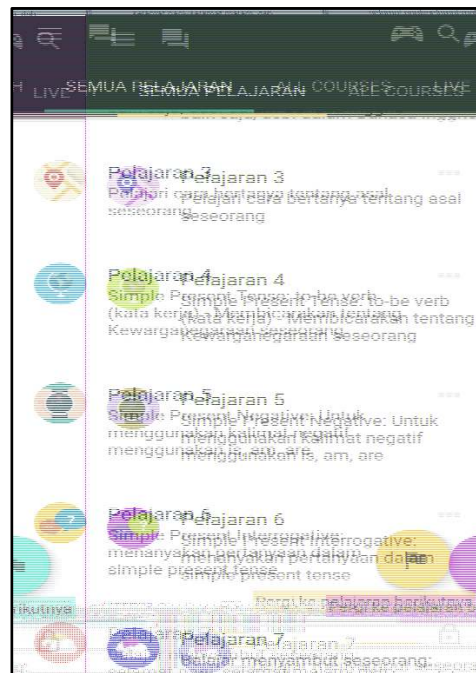

Figure 2.7 Hello English application exams

Figure 2.7 is about users can choose the type of English exam. The types of English exams displayed such as IELTS, TOEFL, SSC and other exams. The purpose is to train the users English learning skills using this application.

Figure 2.8 Hello English application lessons

Figure 2.8 is the lesson column, total 450 lessons, starting from easy lessons to difficult lessons. And at the beginner level, the first lesson to the next lesson is different in each lesson. At the beginner level the lesson focuses on grammar, namely the first is simple present tense.

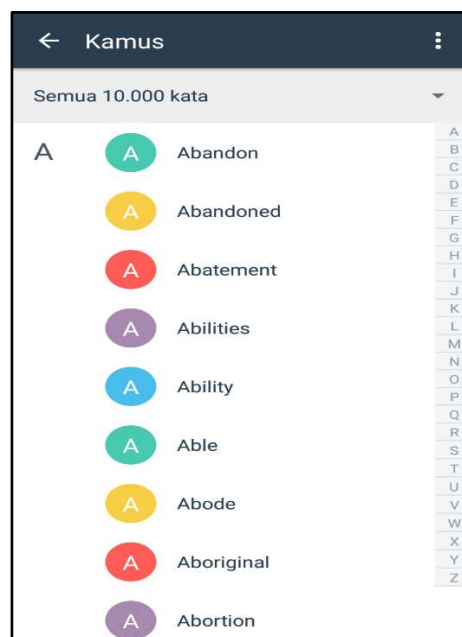**Figure 2.9 Hello English application explanations**

Figure 2.9 is an explanation of the material when it comes to the lesson so every time you enter a lesson, you will be given an explanation of the material before entering the practice question. The explanation is so clear that it will make it easy for students to understand and do the next exercise. As an example above is an explanation of the present simple tense grammar material.

Figure 2.10 Hello English application exercise

Figure 2.10 is an example of an exercise from an opened lesson. If the answer you choose is correct it will to blue and get points if the answer you choose is wrong it to be red but will be given an explanation of the correct answer so you can learn and know why the answer you chose is wrong. The points earned are useful for unlocking the next lesson that is still locked. If you don't know the answer, you can skip to the next question.

Figure 2.11 Hello English application dictionaries

Figure 2.11 is about Hello English there is also a dictionary feature here, the user can learn and add new vocabulary. There are many words that can be learned in the dictionary in this application.

G. **Testing Grammar**

Testing grammar is one of the mainstays of language testing, especially in English, because it can be said that basic knowledge of grammar underlies the ability to use language to express meaning. The most common way to test grammatical knowledge is a multiple-choice test, and the most common multiple-choice item is one in which students choose words to complete sentences correctly. Students can also be asked to choose the correct response to an utterance or choose the most equivalent statement. Error correction items are also useful in testing grammar. The traditional way to test knowledge of word order is to present alternative word orders and ask

students to choose the best one. An understanding of proper sentence order can be tested in the same way. The practice of combining sentences also plays a role in testing grammar. Meanwhile, testing grammar is limited because it does not guarantee that test-takers can use grammatical knowledge in daily communication. In preparing a grammar test, the teacher must consider the convenience to the students so that students more easily understand and are interested in learning grammar.

H. Previous Study

The previous research was conducted by Seroja from the Department of English Education the State Islamic University of North Sumatera Medan in 2019. The title of the research is "The Effect of Hello English Application on The Students' Vocabulary Mastery at The Eight Grade of Junior High School". The researcher observes several theories and reads a number of books as references and information that relevant to the topics discussed. The author conducted research at SMPN 1 STM Hulu in Academic year 2019/2020. In this study, researcher used quasi-experimental Study at the Eighth Grade Students of SMPN 1 STM Hulu in Academic Year 2019/2020. The conclusion of this study was by using Hello English application is effective on the students' vocabulary mastery development at SMPN 1 STM Hulu in Academic Year 2019/2020. The result of this study have revealed that the Hello English Application is an expected can give a lot of beneficial contribution to the students in add vocabullary.

Other previous research was conducted by Fendiasari from the State Islamic Institute of Tulungagung in 2020. The title of the research is "The Effectiveness of using Hello English Application to Teach Vocabulary at Tenth Grade Students of SMAN 1 Durenan". The researcher observes several theories and reads a number of books as references and information that relevant to the topics discussed.The author conducted research at SMAN 1 Durenan. In this study, researcher used quasi-experimental Study at Tenth Grade Students of SMAN 1 Durenan in Academic Year 2020. The conclusion of this study was by using Hello English application is effective on the students' vocabulary mastery development at Tenth Grade Students of SMAN 1 Durenan. The result of this study have revealed that the Hello English Application is an expected that studying can enlarge their knowledge inlearning vocabulary.

In addition other previous research was conducted by Deswati from Muhammadiyah University of Surabaya in 2017. The title of the research is "The Effectiveness of Hello English Application 4th-6th and 9th-11th Lessons as The Alternative media for Teaching Grammar in sevent graders in SMP Muhammadiyah 2 Surabaya". The researcher observes several theories and reads a number of books as references and information that relevant to the topics discussed.The author conducted research at SMP Muhammadiyah 2 Surabaya. In this study, research used pre-experimental method. There were 23 students in 7B class as subject of the study. This study focus on Simple present tense. The result of this study have revealed that the Hello English

Application is an excellent technique to motivate students and to improve their grammar achievement.

The difference between the previous studies mentioned above and this research is that the previous studies used different roles. In the research Rita focus on the vocabulary mastery for Junior High School. Seftya focus in the teaching vocabulary for Senior High School. Destawati focus on teaching grammar in simple present tenses for Junior High School used pre-experimental research. Whereas this study uses the application and focus on students' English grammar achievement. The grammar focus on simple present tense used quasi experimental research. This research wants to know the significant difference in students grammar between the students who are taught by using Hello English application and those who are not taught by using Hello English application at first grade of MTSN 6 Tulungagung in pandemic. This study aims to illustrate whether teaching grammar using the Hello English application for students in pandemic era covid 19 can increase the ability to learn grammar in the first grade students of MTSN 6 Tulungagung.