

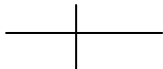
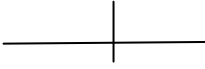
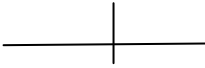
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Description of English Tense

Many people who learn English are very difficult to get understanding about tenses, beside that tenses is main element in learning English. It is imposible for us to communicate in English if we don't understand about tenses.

According to Azar (1989:2) definition of tense is form of verb that shows the time and perfection degrees of a momment or an action. Comrie (1985:9) says that tense is grammaticalised expression of location onthe time. According Azar (1989:2) an overview of english tenses shown in diagram bellow:

TENSE	EXAMPLES	MEANING
Simple Present 	(a) It snows in Alaska. (b) I watch televison everyday.	In general, the simple present expresses events or situation that exist always, usually, habitually; they exist now, have existed in past and probably will exist in the future.
Simple Past 	(a) It snowed yesterday. (b)I watched television last night.	At one particular time inthe past, this happened. It began and ended in the past.
Simple Future 	(a) It will snow tomorrow. (b) I will watch television tonigh.	At the particular time in the future, this will happend.

2.2 The Simple Present Tense

2.2.1 The Form

According to Thomson and Martinet (1986:159) the form of the simple Present Tense is

- a. In the affirmative the simple present has the same form as the infinitive but adds an s for the third person singular
- b. Contraction: the verb do is normally contracted in the negative and negative Interrogative
- c. Spelling Notes: verbs ending in ss, sh, ch, x and o add es to form the third person singular; when y follow a consonant we change the y into i and add es (I carry; he carries)

2.2.2 Uses of Simple Present Tense

According to Azar (1989:11) the simple present used are:

- a. To express general statements of fact.

Example: The world is round

- b. To express habitual or everyday activity.

Example: My classes begin at nine

- c. It indicate a situation that exist right now, at the moment of speaking.

Example: I have a dollar right now.

2.2.3 Spelling Notes of the Simple Present

Thomson and Martinet (1986:159) state that spelling notes of the simple present tense are:

A. Verbs ending in **ss, sh, ch, x** and **o** add **es**, instead of **s** alone, to form the third person singular:

I kiss, he kisses

I do, he does

I watch, he watches

B. When **y** follows a consonant, we change the **y** into **i** and add **es**

I carry, he carries

I copy, he copies

I try, he tries

C. Verbs ending in **y** following a vowel obey the usual rule:

I obey, he obeys

I say, he says

2.3 The Present Continuous

2.3.1 The Form of Present Continuous Tense

The present continuous tense is formed with the present tense of the auxiliary verb **be** + the present participle (Thomson and Martinet;1986:153)

2.3.2 Uses of the Continuous Tense

a. For an action happening now: *It is raining*

b. For an action happening about this time but not necessarily at the moment of the speaking: *I am reading a play by Shaw* (this may mean at the moment of speaking but may also mean no in a more general sense)

d. For a definite arrangement in the near future (the most usual way of expressing one's immediate plans) :

I am meeting Peter tonight. He is taking me to the theatre.

Note: that the time of the action must always be mentioned, as

otherwise there might be confusion between present and future meanings. (Thomson;1986:155)

2.3.3 The Spelling of the Present Participle

A. when a verb ends in single e, this e is dropped before ing:

Argue, arguing hate, hating love, loving

B. When a verb of one syllable has one vowel and ends in single consonant, this consonant is doubled before ing:

hit, hitting run, running stop, stopping

Verbs of two or more syllables whose last syllable contains only one vowel and ends in a single consonant double this consonant if the stress falls on the last syllable :

admit, admitting begin, beginning

C. ing can be added to a verb ending in y without affecting the spelling

of the verb: *carry, carrying enjoy, enjoying hurry, hurrying*

2.3.2 Uses of the Present Continuous Tense

a. For an action happening now: *It is raining*

b. For an action happening about this time but not necessarily at the moment of the speaking: *I am reading a play by Shaw* (this may mean at the moment of speaking but may also mean no in a more general sense)

e. For a definite arrangement in the near future (the most usual way of expressing one's immediate plans):

I am meeting Peter tonight. He is taking me to the theatre.

Note: that the time of the action must always be mentioned, as

otherwise there might be confusion between present and future meanings. (Thomson and Martinet; 1986:155)

2.3.3 Verbs Not Normally Used in the Continuous Tenses

Thomson and Martinet (1986:156) said that the continuous tenses are chiefly used for deliberate action. Some verbs are, therefore, not normally

used in the continuous and have only one present tense, the simple present.

The verbs can be grouped as follows:

- a. Verbs of the sense: feel, hear, see, smell
- b. Verbs expressing feelings and emotions: admire, adore, desire, dislike, fear, hate, like, love, mind, respect, want, wish.
- c. Verb as mental activity: agree, believe, feel, forget, know etc.
- d. Verbs of possession: belong, owe, own, possess.

2.4 Learning A Foreign Language

Learning is a relatively permanent behavioural tendency and is the result of reinforced practice (Brown, 1980:7). Learning a second language is defined as acquiring the ability to use its structure within a general vocabulary under essentially the condition of normal communication among the native speaker at acquisition of the ability to use, in speaking, the units and patterns of expression of the second language associated with the units and patterns of content that together constitute the language. Robert Lado in his book "Language Teaching A Scientific Approach", said that the goal in learning a foreign language is the ability to use it, understanding its meaning and connotations in terms of the target language and culture and the ability to understand the speech and writing of native of the target culture in terms of their meaning as well as their great achievements (1965:25)

2.5 Different Approaches in Foreign Language Teaching

Many approaches to the teaching a foreign language used by teachers to make their students learning English easily. Every approach have some weakness. Different approaches to the teaching of Foreign languages have been applied in the last century. Nasr (1978:121) said that the major approaches are:

2.5.1 The Word Approach

The idea here is to have students learn a number of word in the target language, along with their meaning (Nasr ;1978:121). Very often meanings were given in the students' native language. As a result students following this system learned hundreds of words and their meanings without knowing how or when to use them.

2.5.2 The Phrase and The Sentences Approach

Nasr (1978:122) states that the idea in this approach is to give learners of a foreign language a number of useful phrases and sentences to learn, assuming that this learners will have occasion to use these phrases and sentences as they are in the certain situation. This is probably one step better than the word approach, but it is still limited in its usefulness.

2.5.3 The Reading- Grammar – Translation Approach

Nasr (1978:122) states that the idea here is basically to go through three major activities in class:

- (a) To read passages in the foreign language

- (b) To have a few grammatical rules explained with some exercise occasionally, and
- (c) To translate word sentences and passages into the learners' native language in order to make sure that they have understood the foreign text.

If the teacher use this approach in their class, explaining grammar is really telling the students more about the language rather than giving them practice and experience in the use of the language.

2.5.4 The Direct Approach

This approach was thought basically as an answer to some of the weaknesses of the reading grammar translation approach (Nasr ;1978:123).

The idea here is to go sraight (directly) in to foreign language without translation and with as little grammar explanation as possible .

2.5.5 The Structural Approach

The structural approach was the first practical approach to foreign language teaching based on modern linguistics science (Nasr ;1978:121).The main characteristics of this approach are it believe that language is basically a system of structures and these structure apply mainly in the phonology and grammar. The main weakness of this approach is that when structures are given too much attention

and time , much of the practical and functional use of the language is lost sight of.

2.5.6 The Audio - Lingual Approach

The Audio – Lingual approach based on the idea that the aural – oral part of language learning is basic. In other word this approach emphasizes listening and speaking considers these two language skills as more important than reading and writing. Nasr (1978:125) mentioned two characteristics of this approach are usually based on a structural and contrastive analysis of the learner's native language and the target language he is learning. The main weakness of this approach lies in not giving the other language learning skills (especially writing) enough importance and attention.

2.5.7 The Communicative Approach

The communicative approach is the most recent approach of all. The idea here is to start with the content to be communicated; that is to see what 'notions'(ideas) a person wants to communicate what functions he wish to perform.

The strengt of this approach lie in the fact that language is viewed as a live means of communication. This approach is very practical in the sense that students learn language elements that they can immediately experience in use. (Nasr;1978:125)

2.6 Dialogue

Dialogue means the type of conversational in oral interaction (Livingstone;1983:7). Unlike reading passages, dialogues are intended to be spoken aloud. A dialogue can be viewed as a short theatrical play (Cross,1992:92). To teach tenses using dialogues, the teacher must prepare, organise, execute in the classroom. The teacher must select the type of dialogue that contains tenses, and the teacher must choose the level of dialogue that suitable with their students.

2.7 Possible Approaches In Teaching Tense

The approach when teaching tense will depend on several variables, it have to take into account the experience of the students, its relevance to the learner's need and complexity. Cross (1992:92) mentioned that there were some ways in teaching tense. The approaches described here

2.7.1 The Comprehension Approach

Cross (1992:93) explained the comprehension approach use the text for comprehension purposes; just set out to get an understanding of the tense. treat it as though it were a reading text. Do this when the text lacks interest or is too long. The tense is located as though it were on reading or a listening passage. The second option is the better of two, because the language listened to can be made to sound reasonably authentic.

2.7.2 The Rote Learning Approach

This approach is used only when the text is short, interesting and full of useful vocabulary and structure. If the text is too long, you will have to select one short part, this part should be a special value, with a number of useful expressions.

2.7.3 The creative Approach

A somewhat higher level aim is to get the learners to adapt the dialogue, to individualise it in order to make it more personal or relevant to their own lives. This is frequently necessary if schools are using textbooks written outside the country.

2.7.4 The Expanding Approach

There will be times when you need to widen the scope of dialogue. This is the case if it fails to exploit its potentially useful situation. Sometimes it is merely a question of adding new vocabulary items, but frequently it will be introducing new useful structure. This approach has a role to play as a final step.

2.7.5 The Mixed Approach

This approach combines two of the three approaches above. Part of the long dialogue will be used as though it were a reading text. It will do this when the dialogue is long, but contains things that are worth the effort of learning by heart or when one short extract lends itself to adaptation or expansion.

2.8 Presenting and Practising Tenses

As in presentation of vocabulary, we show a tense's form, its meaning and also its use. We also use the same ostensive or verbal techniques to indicate meaning. Cross (1992:17) states that tenses for beginner classes have in variably been chosen because meaning can be shown, rather than explained. With careful planning and the creation of dialogue contexts which typify ways in which the tense is used, it is usually possible to stay in the target language.

It is important to say that no single approach is alone going to solve all the problems we face in foreign language teaching. Some approaches are better than others, but all approaches have some weaknesses and some strengths.